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ABSTRACT

The Literacy Resource Center project, a program of the Wayne Township Public Library also known as the Morrisson-Reeves Library (Richmond, Indiana), involved recruitment, retention, coalition building, public awareness, training, basic literacy, collection development, tutoring, computer-assisted, other technology, employment oriented, intergenerational/family, and English as a Second Language (ESL) programs. The project served a community of 50,000-100,000 people and targeted the homeless, learning disabled, workforce/workplace learners, seniors/older citizens, intergenerational/families, and ESL learners. Tutoring was done one-on-one, in small groups, and in classes, using the Laubach, Literacy Volunteers of America (LVA), Orton-Gillingham, and Steck-Vaughn methods. The project served 211 adult learners, and provided 3,710 hours of direct tutoring service. The report provides a comparison of actual accomplishments to goals and objectives set forth in the grant application; comparison between proposed and actual expenditures; specific details of activities undertaken; the role the library played in the accomplishment of the goals and objectives; agencies and organizations that assisted in the project; and the impact of the federal project on the ongoing program of the library. Attachments include: program descriptions; family literacy attendance in 1992-93; weekly reading charts; 186-page curriculum and volunteer manual; program brochures; volunteer and supervisor job descriptions; training outlines; training evaluation; literacy sites 1992-93; permission to change use of funds; additional funds 1992-93; newsletters; and news releases and publicity. (SWC)

ED 416 889

The Wayne Township Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program

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IR056914

FINAL PERFORMANCE REPORT
FOR
LIBRARY SERVICES AND CONSTRUCTION ACT
TITLE VI
LIBRARY LITERACY PROGRAM
U.S. DEPARTMENT OF EDUCATION
OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT
LIBRARY PROGRAMS

GRANT NUMBER RI67A327
AMOUNT AWARDED $35,000.00
EXPENDED $34,999.29
OCTOBER, 1992 - SEPTEMBER, 1993

The Literacy Resource Center
The Wayne Township Public Library
also known as
Morrisson-Reeves Library

80 North Sixth Street
Richmond, IN 47374

Persons Preparing Report:
Carol B. Smyth
Dorothy S. Grannell
Miriam Moore
(317) 966-8291

December 15, 1993

Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

___ under 10,000
___ between 10,000 - 25,000
___ between 25,000 - 50,000
✓ between 50,000 - 100,000
___ between 100,000-200,000
___ over 200,000

2. What type of project was this? (Check as many as applicable)

✓ Recruitment
✓ Retention
___ Space Renovation
✓ Coalition Building
✓ Public Awareness
✓ Training
___ Rural Oriented
✓ Basic Literacy
___ Other (describe)_____

✓ Collection Development
✓ Tutoring
✓ Computer Assisted
✓ Other Technology
✓ Employment Oriented
✓ Intergenerational/Family
✓ English as a Second Language (ESL)

3. Did you target a particular population? (Check as many as applicable)

✓ Homeless
___ Hearing Impaired
___ Visually Impaired
✓ Learning Disabled
___ Mentally Disabled
✓ Workforce/Workplace
___ Inmates of Correctional Institutions
___ Other (describe) _____

___ Homebound
✓ Seniors/Older Citizens
___ Migrant Workers
___ Indian Tribes
✓ Intergenerational/Families
✓ English as a Second Language

4. If this project involved tutoring, what tutoring method was used?

✓ Laubach ✓ LVA ___ Michigan Method
✓ Orton-Gillingham ___ Other (describe)
Steck-Vaughn
Gateway: Paths to Adult Learning
Literacy Program - Texas Scottish Rite Hospital

5. If this project involved tutoring, how was it provided? (check as many as applicable)

✓ one-on-one tutoring ✓ small group instruction
✓ classroom instruction

6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured? ✓ yes ___ no

•Dyslexia screening utilizes the Wide Range Abilities Test - 2 (WRAT -2) Spelling and Reading at the start , middle and end of 180 lessons.
•Gateway Learners take the Coopersmith Self-Esteem Inventory at the start and end of the 20 hour assessment.
• WRAT -2 Math is used to place math learners
• Steck-Vaugh Word list is used to place beginning learners in Steck-Vaugh and Laubach materials. Progress is measured as learners successfully complete each new level of book.

Tutors report start points and advancement. Attitudinal changes are also recorded as well as changes in life goals and styles.

Portfolios are used with all Gateway learners. Most tutors keep samples of learner work.

6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented? ✓ yes ___ no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.)

See Attachment# 8 for sample tutor reports of progress. Learners also develop portfolio's of their work.

Family Literacy uses parent evaluations and weekly reading record Attachment # 1.

Dyslexia Class uses self-reports of learners at the end of book two and four.

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

___ bibliography
✓ curriculum guide
___ training manual
___ public relations audiovisual
___ training audiovisual
✓ recruitment brochure work place
___ resource directory
___ evaluation report
___ survey
✓ newsletter(s)
✓ other (describe)
Publicity with radio, T.V + newspaper
Adult Opportunities Fair
Providers of Adult Learning Opportunities see attached.
Put on fair at library

8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 211
Of those served, how many received direct tutoring service? 132
How many hours of direct tutoring service did they receive? 3710
How many new volunteer tutors were trained? 107
How many current volunteer tutors received additional training? 41
How many volunteer tutors (total) were involved? 87
How many non-tutor volunteers were recruited? 21
How many service hours were provided by non-tutors? 660
How many librarians were oriented to literacy methods, materials, and students? 7 librarians, 6 student workers
How many trainers of tutors were trained? 1

Part III: Narrative Report

Provide a narrative report that includes the following information:

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.

2. Provide a comparison between proposed and actual expenditures by budget category, i.e., personnel, travel, materials, etc.

3. Provide, as appropriate, specific details as to the activities undertaken -- e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

PART III: NARRATIVE REPORT

The Literacy Resource Center(LRC) of Morrisson-Reeves Library (MRL) met or surpassed its 1992-93 objectives. In addition, the Center staff was able to start three new adult literacy programs. One for adults with learning disabilities from the Texas Scottish Rite Hospital was introduced. It is based on video taped instruction. This program was funded by grants from the Wayne County Foundation and the local Kiwanis Clubs. A workplace literacy program was begun. It was developed in collaboration with the Alliance for Workforce Development and funded through the United Way of Whitewater Valley and ALCOA Foundation. The Indiana Literacy Foundation introduced a new assessment and goal setting program for adult learners called Gateway : Paths to Adult Learning. New assessment, training, retention, evaluation and planning models have been added to the adult literacy program because of this opportunity offered by the Indiana Literacy Foundation.

COMPARISON OF OBJECTIVES TO ACCOMPLISHMENTS 1992-93

Objective # 1. To continue the Family Literacy Program in at least three locations which are accessible to low-income families. Adults participating in the program gain proficiency in reading, writing, listening skills and acquire tools for working with young children in their care. This program is an extension of the family literacy pilot project initiated in '90-91, which was expended in '91-92. Funds were requested to employ a full-time Family Literacy Coordinator.

Actual Accomplishments: The 13 Family Literacy workshops entitled Learning Together Workshops were offered at Townsend Community Center, Vaile Elementary School Parent Center, Starr Elementary School, Fairview Elementary School, New Covenant Life Shelter, and at Career Prep (an alternative high school program for pregnant or parenting teens and for students who have difficulty learning in the standard school setting). All sites were accessible to low-income families. Seventy eight adults and 65 children participated in the workshops. Average attendance by families was 5 workshops out of 13. Four sites had 13 workshops each, Career Prep had 10 and New Covenant Life, 6. (See Program List Attachment #1.)

The program at New Covenant Life Shelter was presented by college students from Earlham College. The leaders of the group were Bonner Scholars. These two young people were receiving financial aid at Earlham in return for up to 10 hours a week of community service. They took on a very difficult project. What we learned was that the adult family leaders wanted to have their children participate but not participate themselves. After 6 workshops the program as originally designed was terminated. A story hour and lending library for children was continued for another four weeks. The program terminated because of lack of parental support and support from the shelter staff. Two of the families who participated did gain library cards and continue to use the library on a regular basis. (Family Literacy Attendance Attachment # 2.)

The most exciting sites were those which were presented at elementary schools which have a parent education component (Vaile, Starr and Fairview) At Vaile, adults may take classes to study for their G.E.D.'s. The LRC provides tutors for the classroom site when they are needed for learners who fall below the sixth grade reading level. Only one family literacy adult asked for tutorial help during 1992-93. It should be pointed out however, that the participants from Career Prep were already involved in an alternative learning program. The Learning Together Workshops were viewed as a parent education component by the Richmond Community Schools for the young mothers and fathers who were involved (33 families, all low income). Only 10 workshops were presented for Career Prep because a change in their funding following the first graduation caused their learner population to drop and teen moms to no longer be present.

Families who participated at the other school sites represented a cross section of the Richmond community. Three families repeated from the year before.

Dorothy S. Grannell continued as the full time Family Literacy Coordinator. She provided all family literacy training, revised the curriculum, led workshops at three sites, and supervised three other volunteer led sites. She purchased supplies for the program and ordered new books for the rotating collection with the advice of librarians from the MRL Children's Department. MRL Children's Librarians also provided story time at the final workshops for each set of workshops.

These were held at Morrisson-Reeves Library.

All families were oriented to the library through library tours. Ten new borrowers were enrolled in the process. From the evaluations done by the adults, all indicated that they had learned new techniques for working with their children. They also reported increased reading time with their children. This was also shown on their weekly reading charts (Attachment #3).

Based on evaluations and comments from program participants and volunteers, the workshop curriculum was completely revised (Attachment #4). The volunteer manual format was expanded so that is had more information for the volunteers to use when presenting the workshops. Three of the six sites (Vaile, Townsend and New Covenant Life) were completely volunteer led but supervised and trained by the Family Literacy Coordinator.

"The Dinosaur Dance" final program was held for all of the participants. There were day and evening "dances" so that all would have an opportunity to attend. It was well attended and the families enjoyed the dinosaur book bags, books and stickers given in recognition of their attendance. They also enjoyed stomping around like imaginary dinosaurs as they danced.

The family literacy library collection was available to children and their parents at the Greenwood Apartments. It was supervised by a family literacy parent. It met every other Monday afternoon through August of 1993 when the parent volunteer decided to return to school at Indiana Vocational Technical College, Richmond. Fifteen children and adults made use of the collection on a regular basis. MRL's Outreach Department added adult and young adult books to the family literacy collection. Over the course of the year only two books were lost. The Outreach Department developed traveling collections for other low-income community sites in part because of its positive experience with this former family literacy site library.

Objective #2: To continue operation of the Literacy Resource Center housed at Morrisson-Reeves Library. The LRC is the focal point of all literacy efforts in the county. Funds are requested to continue the employment of a part-time Literacy Coordinator.

Actual Accomplishments: Miriam Moore continued as Literacy Coordinator. She became a three-quarter time literacy staff person because the LRC gained local funding for her increased time. Ms Moore now provides the basic training for all adults trained as LRC tutors. She is now a certified Gateway: Paths to Adult Learning (Attachments # 5 a & b) tutor trainer.

The LRC staff provided advice, materials and training to volunteers in Western Wayne to assist them in creating a new volunteer literacy group to serve the western part of the county. Sixteen new volunteers were trained and the Western Wayne Literacy Council was formed. The Council will continue to draw upon the LRC for materials and training. They are having a slow time in getting new learners and our next role will be to assist them with public relations so that they may begin to serve learners in Milton, Cambridge City and Hagerstown, Indiana.

In conjunction with the Alliance for Workforce Development (Attachment # 6), the LRC developed a workplace literacy program (Attachment # 7). As the Alliance discovers adults with less than a sixth grade reading ability, they refer the learners to the LRC. Trained tutors then work with the adults either at MRL to improve their basic skills level to a point where they can participate in the workforce development classes offered through the Alliance at IVY Tech or IU East. Twelve new learners were added to the program by the Alliance referrals before the end of September. Funds for this program came from local sources: The United Way of Whitewater Valley and the ALCOA Foundation. Money for learner supplies came from a small amount of Gannett Foundation monies which are held by the Wayne County Literacy Coalition.

Eight adults with dyslexia and other learning disabilities were served through a new program which is locally funded. Based on video-taped instruction from the Texas Scottish Rite Hospital (Attachments # 8a & b), learners are assisted with the multi-sensory, phonetically based program by volunteers. The video tapes and the learner and volunteer materials were supplied by

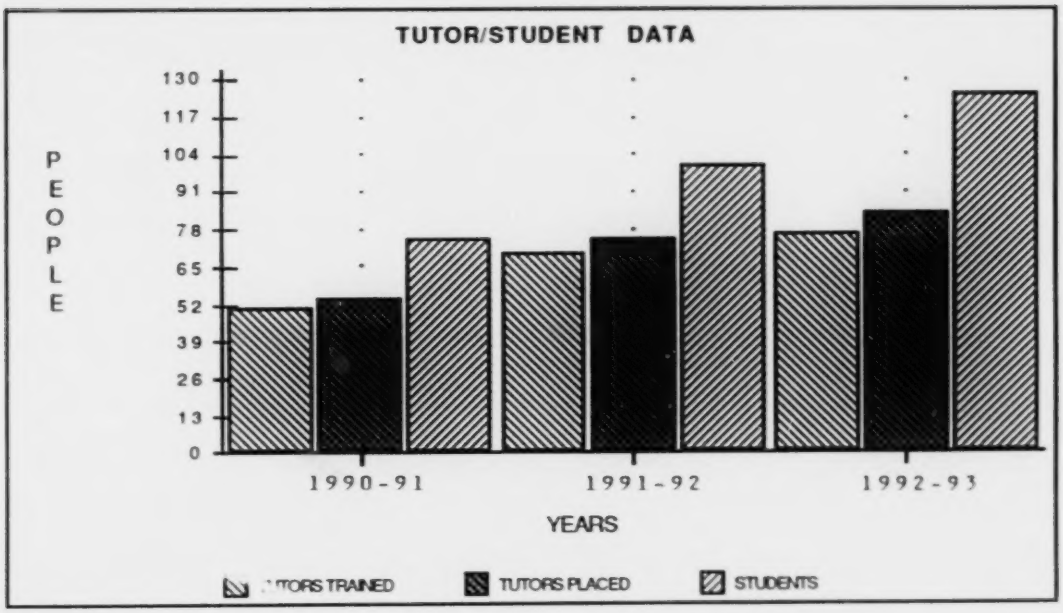
funds from the Wayne County Foundation and the Kiwanis Clubs of Wayne County. Six of the original class members continue in the program which has a total of 160 video-taped lessons and 5 volunteer training tapes. Three new classes will be added during 1993-94. Professional supervision for this program is provided by two volunteers who are trained in the Orton-Gillingham method of working with dyslexic people and by the Family Literacy Coordinator.

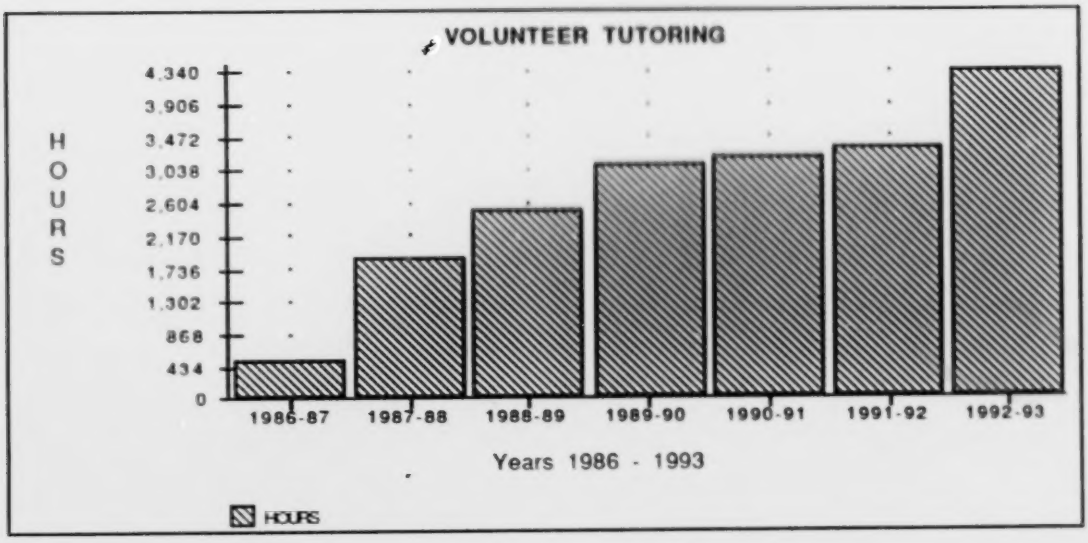
The most important new program to be added to the LRC is the Gateway: Paths to Adult Learning which has been given to us free of cost through the Indiana Literacy Foundation's READ Indiana program. New training models, tutor and learner materials, assessment, and evaluation materials have been provided. Not all learners will use this new program, but most will. It provides up to 20 hours of assessment, self-esteem building and decision-making activities. Learners at any level will be able to participate. This program will help the LRC assist in developing parent education programs in Wayne County, Adult Basic Education and the workplace literacy program. The Coopersmith Self-Esteem Inventory is given at the start and end of the 20 hours of one-to-one tutoring. The expectation is that this program will improve learner retention. It has not been in place long enough to determine if this is true for our learners to date.

The LRC hosted two READ Indiana events one in June and one in September. In June it was a kick-off event for the GATEWAY program and in September the Literacy Foundation provided a recognition luncheon for the LRC volunteers. Mrs. Susan Bayh, wife of Indiana's governor, spoke at the luncheon. Both events were paid for by the Literacy Foundation.

During 1992-93, 132 adult learners were assisted through the one-to-one tutoring programs and the adult dyslexia classes. This is an increase 44 learners over the previous year. Of those learners who began a learning program 11 dropped out within the first four sessions and 72 continued for a long enough time to make progress. LRC volunteer hours and numbers of learners are reported to the LRC by ABE and the Richmond State Hospital. The LRC does not have access to the learner progress reports. See following Program Growth Chart and Attendance Chart with notations of learner progress for the year.

Literacy Resource Center Growth





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1992-93 Adult Learner Attendance Chart

First name	Oct 92	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep 93	Start/End Level
Chris				X	X	X	X	X	X	X		X	Language Skill Bk "A" - Pre GED
Paul	X	X											Reading for Today #3 - Workbook #3
Magdalena										X			Sightwords - Not enough time to measure
Marcy									X	X	X	X	R-4B Dyslexia Tapes - Dropped out
James	X	X	X	X	X	X	X	X	X	X	X		Reading for Today #3 - Reading for Today #5
Zanetta	X						X	X	X	X	X	X	Reading for Today #3 - Dyslexia Tapes 1 - 25
Betty								X	X				Reading for Today #1 - Not enough time to measure
Larry									X	X	X	X	Reading for Today #3- Reading for Today #5
Jerry	X	X	X	X	X	X	X	X	X	X	X	X	Reading for Today #3 - Reading for Tomorrow #1
Brian									X	X	X	X	Dyslexia Tapes 1 - 25 - Finished Book #1
Kathy									X	X	X	X	Dyslexia Tapes 1 - 25 - Finished Book #1
Michael						X	X	X	X	X	X	X	Reading for Today #1 - Reading for Today #2
Charles	X												Unable to Measure
Sandy	X	X	X	X	X	X							Reading for Today #2 - Reading for Today #4
Chris	X	X	X	X	X	X							
Jon											X	X	Laubach #1 - Same
Sally		X	X	X	X	X	X	X	X	X	X	X	Reading for Today #4 - Reading for Tomorrow #1
Suzette	X												
Russell							X	X	X	X	X	X	Spelling Series #b - Spelling Series #c
James						X							Not able to test
Mirtle	X	X	X	X									Lauback #1 - Laubach #3
Raymond	X	X	X	X	X	X							Lauback #2 - Laubach #4
James	X	X	X	X	X	X	X	X	X	X	X	X	Reading for Today #2 - Reading for Today #3
Kenny	X	X	X	X	X	X	X	X					Reading for Today #3 - Reading for Today #4
Roberta	X	X	X	X	X	X	X					X	Reading for Today #3 - Reading for Today #4
Vicki	X	X	X	X	X	X					X	X	Laubach #1 - Laubach #1
Anna L.											X		Gateway Materials Not able to test
Bill				X	X	X	X	X	X	X			Reading for Today#1Able to find Bathroom in any Bld
Faye							X	X	X	X	X	X	Reading for Tomorrow#2 - Reading for Tomorrow#3
Marie	X												
Mika	X	X					X	X	X				English Pronouncation - Improved
Rhonda		X	X	X	X	X	X	X	X	X	X	X	Reading for Today #3 - Dyslexia Tapes 1 - 25

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First name	Oct 92	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep 93	Start/End Level
David	X	X	X	X	X	X	X	X	X	X	X	X	Reading for Today #1 - Reading for Today #3
Debra	X	X	X	X									Skills Book #3 - Skills Book #3
Rita	X	X	X	X									Skills Book #3 - Skills Book #3
Roosevelt								X	X	X			Reading for Today #3 - Reading for Today #4
Ki Nam						X	X	X	X	X	X		Reading for Today #1 - Reading for Today #4
Mike	X												Non-Reader - Brain Damage
James				X	X	X	X	X	X	X	X	X	
M. Reed	X	X	X	X	X	X	X	X	X	X	X	X	Reading for Today #3 - Reading for Today #5
Thelma		X	X	X	X	X							
Mike			X	X	X	X	X	X	X	X	X	X	Reading for Today #1 - Reading for Today #4
Rebecca	X			X	X	X	X						Reading for Today #4 - Reading for Today #5
Mark							X	X	X	X	X	X	Pre GED &Language Ex. #3 - Same
Daisy									X	X	X	X	Dyslexia Tapes 1 - 25
M.April	X	X	X	X	X	X	X	X	X	X	X	X	Reading for Today #1 - Reading for Today #3
Veronica	X	X	X	X	X	X	X	X	X	X	X	X	Reading for Today #1 - Reading for Today #3
Tiffany	X	X	X	X	X	X	X	X	X	X	X	X	Challenger #3 - Challenger #5
Ted	X	X	X	X	X	X	X	X	X				Reading for Today #4 - Reading for Today #5
Bill										X	X	X	Reading for Today #1 - Reading for Today #5
Charles	X				X	X	X	X	X	X	X		Reading for Today #3 - Reading for Today #4
Carol		X	X	X	X	X	X						Challenger #1 - Challenger #2
Tammy	X	X	X	X	X	X	X	X	X				Reading for Today #3 - Reading for Today #4
Thomas									X	X	X	X	Dyslexia Tapes 1 - 25
Dennis	X				X	X	X	X	X	X	X	X	4th Grade Reading - 5th Grade Reading
Larry									X	X	X	X	Reading for Today #4 - Reading for Today #5
Donna							X	X					Phonics Level C - Phonics Level D
Tia Marina									X	X	X	X	Phonics Level C - Phonics Level D
Ronnie			X	X	X	X	X	X	X	X	X	X	Reading for Today #3 - Reading for Today #5
Loren												X	Reading for Today #3 - Reading for Today #3
Christina											X	X	Gateway 20 Hour Assessment
Jeff				X	X	X							Reading for Today #1 - Reading for Today #1
Poloma	X	X	X	X	X	X		X	X	X	X	X	Challenger #2 - Challenger #4
Maurice											X	X	Dyslexia Tapes 1 - 25

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First name	Oct 92	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep 93	Start/End Level
Robert									X	X	X	X	Reading for Today #3 - Reading for Today #5
Phillip	X	X	X	X	X	X	X	X	X	X	X	X	Phonics Level C - Phonics Level D
Sidney					X	X							Reading for Today #4 - Reading for Today #4
Stan					X	X	X	X					Reading for Today #3 - Reading for Today #5
Kenny	X	X											
Jenifer				X	X	X							Challenger #3 - Challenger #4
Charles	X	X	X	X	X	X	X	X					Reading From Scratch - Improved 3 grade levels
Henry									X	X	X	X	GED Handbook - Entered GED Classroom
James	X												Laubach #1 - Same
Shawn	X	X	X	X	X	X	X						Reading for Today #2 - Reading for Today #4
David											X	X	
Patricia					X	X	X		X	X	X		Used letters to friends and family, made flash cards
Janet				X	X	X							Reading for Today #1 - Reading for Today #1
Jim	X												
Bobbye J.										X	X	X	Laubach #2 - Laubach #3
Dewey						X	X	X	X	X	X	X	Reading for Today #1 - Reading for Today #4
Loren						X						X	
Herbert		X	X	X	X	X							Reading for Today #2 - Reading for Today #3
Chuck	X												

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Role of the Library

As in the past, the Morrisson-Reeves Library provided supervision of LRC staff, space, heat, light, excellent rooms for tutor-learner matches, training, and family literacy programs. All librarians are oriented so that they can assist adults who request literacy information. Librarians assist with tutor and learner tours of the library as well as with the family literacy story hours. All departments assist in the operation of the LRC. Items for the program are purchased through the library purchasing processes, and cataloged. The Board of Trustees provided $1,000 for additions to the Adult Reader collection which is part of the regular library collection.

The space provided for the learners, dyslexia classes, family literacy programs and tutor training is excellent. The LRC is the heaviest user of meeting space in the library and all staff have been more than cooperative so that learners and tutors feel comfortable and welcome. Audio-Visual Services provides materials and machines for use by tutors with learners and for tutor training. Maintenance sets up rooms for programs. Public Relations assists with publicity, planning for media coverage and assistance with the Media Breakfast. The P.R. director also does LRC news releases. Graphics and Printing Services provides posters and learner materials and family literacy materials. They also print *The Reader* and *Tutor Bulletin* for the LRC and the Wayne County Literacy Coalition (WCLC).

The Friends of the Library provide volunteers for the Literacy programs and have purchased incentives so that adult learners could participate in the MRL Summer Reading program. Only two learners took advantage of the summer program but both completed the program. This was the first time that adult learners were part of the Summer Reading Program (Attachment # 9).

Objective #3 To provide training for volunteer tutors who participate in one-to-one tutoring and/or the Family Literacy Program.

Actual Accomplishments: This year the LRC expanded its basic training to 9 hours from 6 and added three hours of advanced training for tutors. Miriam Moore provides the Basic Tutor Training. Advanced training of tutors is provided by Miriam Moore and Dorothy Grannell.

During 92-93 107 new volunteers were trained, and 41 trained tutors received additional training. Basic training was given in November, January, March, May (Richmond, and Milton) June, July and September. Advanced training was given in July and September.

All training for adult literacy volunteers was completely revised during the 1992-93 year. Three new trainings were added for Gateway, Advanced and Dyslexia. The family literacy training was expanded to 3 and 1/2 hours from 3. The Tutor Round Tables were a new idea and will be continued in the future. These give our tutors an opportunity to share what they have learned by working with adult learners.

Family Literacy Trainings were in October, January (2) and September (2). Two parents from the 91-92 program participated as family literacy workshop volunteers. One of them continues as a volunteer for the 93-94 year. In all there were 20 volunteers trained at 5 family literacy training sessions. Dorothy Grannell provided family literacy training for a group from Evansville, Indiana who have started a family literacy program in housing developments in Evansville. Ten adult volunteers and one librarian were trained in November, 1992.

Dyslexia training was given in May, June and September by Phyllis Hutson, a profession in the field of dyslexia, and Dorothy Grannell. Twenty volunteers were trained to use the Texas Scottish Rite Hospital program. Not all will work in Wayne County. (Training Outlines Attachments # 10 a,b,c,d & e.)

Tutor Round Tables were held in February and March. Experienced tutors shared techniques which work for them, learning disabilities were discussed and new literacy materials and technology were displayed and demonstrated.

In all, 103 hours of training were delivered by LRC staff and volunteers. Training was also done in Western Wayne County (16) and in Evansville, IN (11).

Trainings 1992-93

Date	# Trained	Topic
October 21, 1992	4	Family Literacy
Nov 16,17,18	8	Adult Tutor Training
Nov 21	11	Family Literacy, Evansville IN
Jan 6, 1993	6	Family Literacy Training
Jan 11	4	Family Literacy Training (Earlham)
Jan 18,19,20	18	Adult Tutor Training
Feb 12	14	Tutor Round Table
March 16,17,18	4	Adult Tutor Training
March 25	15	Tutor Round Table
May 17,18,19	9	Adult Tutor Training
May 18, 20	16	Adult Tutor Training, Milton
May 25	12	Dyslexia Training
June 17,18,19	4	Adult Tutor Training
July 6,7	8	Basic Tutor Training/GATEWAY
July 12	3	Advanced Tutor Training
Sept 14	2	Family Literacy Tutor Training
Sept 15 -18	8	Basic Tutor Training/Gateway
Sept 22	4	Family Literacy Training
Sept 27	8	Adult Dyslexia Training
Sept 29	5	Advanced Tutor Training
TOTAL	**163**	**(includes non-Wayne County volunteers trained)**

Objective #4: To provide instructional materials for the volunteer tutors/students and for the Family Literacy Program.

Actual Accomplishments: All monies for tutor and learner materials were expended as expected. Additional funds were raised locally for family literacy materials, workplace literacy supplies and the adult dyslexia program. As stated previously, MRL made $1,000 available to add to its Adult Reader collection. Sixty-two titles were selected and added to that collection.

Adult literacy teacher manuals and learner books were purchased from Steck Vaugh, Laubach, and New Readers Press. Materials for working with learners in math, writing, pre-GED studies, social studies and science were purchased. A new phonetically based spelling series from New Reader's Press was purchased to supplement the dyslexia training program and the Laubach materials. The Indiana Literacy Foundation provided the materials for the GATEWAY Program.

Consumable supplies, participation incentives, and replacement books for the rotating family literacy collection were purchased for the family literacy workshop program.

Objective # 5: To support the Literacy Resource Center programs and the Family Literacy Program, the Board of Trustees of Morrisson-Reeves Library and the community organizations are committed to work in a cooperative manner.

Actual Accomplishments: The Literacy Resource Center with the support of Morrisson-Reeves Library worked collaboratively with over thirty community organizations and businesses to recruit volunteers and learners, provide information concerning adult literacy, and develop learning programs for adults (see Community List pages 11 & 12, Activities List pages 13-16, and Tutoring Sites List Attachment # 11).

The LRC staff members provided support services for the Wayne County Literacy Coalition. During 1992-93, staff assisted WCLC in revising their by-laws and committee structure and applying for state and federal non-profit status. WCLC provided tutor/learner recognition, publicity about literacy, and raised funds through a Spelling Bee for Literacy.

Community Involvement with Literacy

Organization	Role
Alliance for Workforce Development	Refer learners, Collaboration on planning and funding, public relations
Adult Basic Education	space, planning, recruit learners and family literacy participants
ALCOA Foundation	Funder, referral of learners
Indiana Literacy Foundation	Materials, training, record keeping, evaluation, planning
IMPACT, IN Dept of Welfare and Employment	Refer learners, LRC Staff serves on IMPACT Advisory Committee
Wayne County Literacy Coalition	Provide funds, volunteer and learner recognition, publicity and community support through spelling bee. LRC staff provide support services, financial management and record keeping to WCLC
Western Wayne Literacy Council	LRC provided training, materials and advice to start satellite program in Western Wayne
Birth to Five	Collaborative planning, training of B-5 Parent Educators, referral of learners and families to LRC Programs.
United Way of Whitewater Valley	Funding, referrals
Kiwanis Clubs of Wayne County	Funding, public relations, source of volunteers
P.E.O.	Philanthropic group, potential funder, P.R.
Retired Teachers Association	Source of Volunteers
Reid Hospital and Health Care Services	Funds, volunteers, provide literacy forum participate in Literacy Bee, LRC participate in Reid's health fair
News Media	Public information, recruit of vols and learners
Trinity Broadcasting T-V	talk shows
WHON, WKBV radio	public information, literacy supplements
Palladium Item Newspaper	extensive vol. and learner recruitment
Indiana University East	recruit volunteers, GATEWAY site
Indiana Vocational Technical College	provides space, sponsors Alliance for WD

Local Churches	public information, volunteer recruitment, space for learners
Richmond Community Schools	Provide 4 family literacy sites, collaborate on parent education
Leadership Wayne County	Recruit volunteers, LRC provide literacy information
UAW	Workplace Literacy site, refer learners
Greater Richmond Progress Committee	Plan together for adult learning situation, public relations assist with family literacy sites, LRC staff member sits on workforce committee
Richmond/Wayne County Chamber of Commerce	Public relations, mailing lists, LRC staff member sits on Education committee and Focus Group
WIC	Refer learners and families, LRC provides literacy information to WIC staff
RSVP	Recruit volunteers
Y's Men's Club, YMCA	Participate in literacy bee, public relations, recruit volunteers
Wayne County STEP Ahead Council	LRC Staff member serves on Council
Wayne Township Trustee	Refer learners
Wayne County Sheriff	Work collaboratively to serve inmates at the jail, research on adult literacy.

Objective # 6: To utilize Literacy VISTA Volunteers to further the activities of literacy programs throughout the county.

Actual Accomplishments: The Literacy VISTA volunteers were active with Richmond's Adult Basic Education program (ABE). They promoted literacy at local college volunteer fairs and spoke at meetings of local organizations. Because of the expansion of the ABE program in Richmond, the VISTA volunteers were primarily concerned with ABE and did not have time to promote the LRC in an extensive way. The LRC and WCLC materials were distributed by the literacy VISTA's . The LRC referred learners to ABE and distributed ABE materials.

List of Non-Training Activities of the Literacy Resource Center

Date	Event
October, 1992	
Oct 1	Present Literacy Bee Plaque to Reid Hospital for winning 92 Bee
Oct. 3	Fourth Street Fair, recruit vols and learners, promote MRL
Oct. 4	Mt. Olive Baptish Church - recruit family literacy families
Oct 6 and 8	Vaile and Townsend Learning Together Workshops start
Oct 9	Introduction to Kiwanis
Oct. 14	Presentation about literacy to MRL Friends of the Library
Oct 16	Presentation about family literacy in Indianapolis, State Library Grant Committee
Oct 19	Reid Hospital and Health Care Services Foundation: Information table at Literacy Forum
Oct 19	Learning Disabilities Conference in Anderson, IN
Oct 20	Radio Talk Show with tutor and learner 6 a.m. WHON
Oct. 23	Noon Kiwanis Literacy Presentation
Nov 4	WCLC Annual Meeting, Election of Officers, Goals for 93
Nov 10 and 12	Vaile and Townsend Library "Learning Together" Visits
Nov 17	Career Prep "Learning Together" Start
Nov 21	Family Literacy Training, Evansville, IN
Dec 9	Governor's Third Annual Summit on Workforce Development attend video conference at IVY Tech
Dec 22	Career Prep Learning Together Library Visit
January, 1993	
Jan 6	WCLC Open Meeting
Jan. 7	Earlhamn Volunteer Exchange Tutor Recruitment

Jan 12, 13 & 14	Fairview, Starr Start Learning Together, Vaile & Townsend resume
Jan 13	Career Prep Graduation/City Hall - Present attendance incentives to teen parents
Feb. 1	Wayne County Teacher's Association : Literacy Presentation, vol recruit
Feb 1	Mail *The Reader* to WCLC members, volunteers, interested community
Feb 5	Noon Kiwanis, Richmond, Presentation on adult dyslexia
Feb 9	Muncie IN Book Fair, select books for adult reader collection at MRL
Feb 12	First Tutor Support Group : Tutor Round Table
Feb 16 & 18	Learning Together Library Visits Fairview and Starr
Feb 17	Children's Theater, presentation about adult literacy to children in cast of play about reading
Feb 17	Meet with Alliance for Workforce Development to plan how will work together on providing basic skills to local workers through workplace literacy
Feb 19	Literacy Presentation to Cambridge City Kiwanis
March 2	"Dinosaur Dance" for Townsend, Vaile, NCL and Career Prep
March 10	WCLC Meeting Recognition Planning
March 13 & 14	Information table at Children's Theater performances.
March 15	Social Services simulation for 1993 class of Leadership Wayne County
March 13	Site exploration at Townsend Center (determine where tutors and learners can work together
March 18,19	Train the Trainers GATEWAY Training for Literacy Coord.
March 25	Second Tutor Support Group, Tutor Round Table
March 30	WIC Staff meeting: how to identify non-reading clients, how to make referrals
April 13	Parents as Teachers Workshop, idea swap with parent educators

April 15	Mail *The Reader* to volunteers ,community people, and WCLC members
April 15	"Dinosaur Dance" Starr and Fairview
April 18-20	National Family Literacy Conference, Louisville, KY
April 27	Tutor / Learner Recognition Theme: "Blossoming" Panel of learners and tutors describing their journeys together in learning to read
April 28	Richmond Community Schools Board : Report on family literacy activities in the schools
May 4	French Lick, IN Conference on READ Indiana and ABE
May 5	WCLC Meeting, Evaluation of Recognition, Bee planning
May 7	Indiana Library Assoc. Annual Conference: Report on Family Literacy Program
May 19	Family Literacy Volunteers Luncheon and evaluation session
May 19	RSVP Open House
May 20	Seniors at Central Methodist Church: Literacy Presentation, vol. recruit
May 20,21	Train the Trainers GATEWAY Training for Literacy Coordinator
June 1	WKBV Radio show about literacy and READ Indiana
June 2	WHON Radio talk show about literacy and READ Indiana
June 4	State-wide Kick-Off event at MRL for READ Indiana and GATEWAY: Paths to Adult Learning
June 9 - July 10	LRC learners participate in MRL summer reading program for first time
June 12	Children's Health Fair, Reid Hospital and Health Care Services, information table about family literacy and MRL children's services
June 15	Trinity Lutheran Church : Literacy Presentation and vol. recruit
June 20 -23	Learner testing for adult dyslexia program
June 25	Trinity Broadcasting local TV: Literacy Presentation
June 25	Start of first adult dyslexia class. Meet twice a week for 1 and 1/2 hours

July 5	WKBV Literacy Presentation: Dyslexia program
July 7	READ Indiana meeting at Gov's mansion with media representatives
July 12	Y's Mens Club Dinner, YMCA : Literacy Presentation
July 14	WCLC Bee Committee Meeting
Aug 3	IVY Tech, use of space for READ Indiana and workplace literacy programs
Aug 13	Report to Noon Kiwanis about the Dyslexia program they supported
Aug 13	Meet with Palladium Item editor to plan Literacy Insert
Aug 21	Community Fair, Townsend Community Center, Information table
Sept 1	WKBV Radio, Spelling Bee for Literacy program
Sept 1	Mail *Tutor Bulletin* to tutors and learners (first issue)
Sept 8	WCLC Spelling Bee for Literacy, Coalition fund raiser, literacy P.R.
Sept 9	P.E.O. Philanthropic Women's Club, Literacy Presentation: Workplace
Sept 10	Media Brunch to introduce local media to many adult ed opportunities in the community and to discuss how media can help get the work out to adults.
Sept 10	Adult Opportunities Fair at MRL ABE, LRC, IU East, Ivy Tech, Purdue, Wayne County Extension, Alliance for Workforce Dev. had 3 hour fair to recruit learners to their programs. First time this was done, organized by LRC.
Sept 15	Fairview Open House ; Literacy Information table recruit for family literacy
Sept 16	Literacy Presentation to RSVP, vol. recruitment
Sept 22	Alliance for Workforce Development Open House, information swap
Sept 23	Richmond High School/ Birth to Five group meeting for families Sample Learning Together workshop done for 44 families.
Sept 24	Vaile Neighborhood Fair, Literacy Information and Family Literacy recruit.
Sept 26 - 30	Learner testing for placement in adult dyslexia program

132 Tutor/learner placements were made throughout the year.

BUDGET COMPARISON 1992-93

All but $.71 of the $35,000 was spend during 1992-93. The changes to the budget came because of a reduction in salary and employee benefits. The Family Literacy Coordinator took unpaid leave to attend the First International Women's Conference on Women in Work in Shanghai, China in November, 1992. While there she presented an interactive workshop on the role of women and families in education and participated in the workshop on women in politics. Funds from the salary line were used to assist literacy staff in attending the Second National Family Literacy Conference in Louisville, KY. Permission was received to make the budget change (Attachment # 12)

The Literacy Resource Center was able to raise additional money for its budget to support the family literacy program, and develop the workplace literacy and the adult dyslexia programs.

Proposed 1992 USED Budget		Actual 1992 USED Expenses	Difference
Salaries	$28,300.00	$27,520.00	$ -780.00
Benefits	2,264.00	2,204.29	- 59.71
Supplies	3,206.00	3,695.00	+ 489.00
Travel	150.00	500.00	+ 350.00
Postage	680.00	680.00	-0-
Phone	400.00	400.00	-0-
TOTAL	$35,000.00	$34,999.29	

All in-kind services proposed by the Morrisson-Reeves Library were received as proposed.

Impact of Federal Project on Ongoing Program

This Federal grant and the in-kind contributions of MRL provide the critical resources necessary to operate an adult literacy program in Wayne County, Indiana. The collaboration of agencies which has developed in the last three years is directly related to this project. There is now a core of providers who are working to revitalize the economy and promote adult and family literacy in the region. Without this program our county's hard-won improvements could reverse.

Attachments List

1 Learning Together Workshops Description

2 Family Literacy Attendance 1992-93

3 Weekly Reading Charts

4 Family Literacy Curriculum and Volunteer Manual

5a READ Indiana Description

5b Gateway: Paths to Adult Learning Description

6 Alliance for Workforce Development Brochure

7 Workplace Literacy Brochure

8a Dyslexia Volunteer Job Description

8b Dyslexia Supervisor Job Description

9 Literacy - Morrisson-Reeves Summer Reading Program

10a Gateway Training Outline

10b Advanced Tutor Training Outline

10c Dyslexia Training Outline

10d Dyslexia Training Evaluation

10e Family Literacy Refresher Training Outline

11 Literacy Sites 1992-93

12 Permission to change use of funds

13 Additional Funding 1992-93

14a *The Reader*, Feb. 93

14b *The Reader*, May. 93

14 c *Tutor Bulletin*,

15 News Releases and Publicity for 92-93

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UNITED WAY DIGEST

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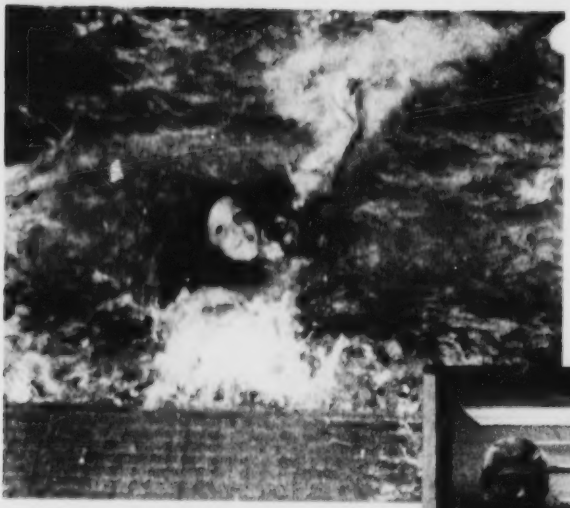

YWCA's Summer Day Camp was wet and wonderful.

When Mental Health Association says you're "Thumbody," it's sure to bring a smile.

Girls Club members visited Dr. Deborah S. Wehman's office to learn first-hand about her work.

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Touch A Life

It's not an order, it's a suggestion.

Each day people who live in Wayne and Union Counties — people like you and me — need someone who cares and who can offer them the opportunity to make the most of their lives. They need to be told that they matter. They need to be given the chance to be all they can be and live life to its fullest.

Children, some so young that they have to depend on others to make choices on their behalf, are counting on you someone to help make their muscles stronger, to teach them how to walk and talk. Others are counting on someone to teach their parents how to help them develop enough to be ready for school.

And there are children who just need someone to listen to them — someone to tell them that they can be anything they want to be if they are willing to put forth the effort. They need someone who can help them accept their fears and hurts and see that life is still worth living.

Young girls and boys need adult models of productive lives. They need adults brave enough to confront them with reality, to share their own doubts and fears, and challenge them to reach for their dreams. Hundreds of children need a safe and supportive place to be and learn until their parent or parents get home from work.

All of us need to feel that help is at hand when we find ourselves in a physical or emotional crisis. Every day, another woman needs asylum from a dangerous domestic environment.

The family next door may need clothes, beds, and a table to replace what they lost last night in the fire. Someone's mother needs just a few hours away from her full-time responsibility as caregiver to her dying husband.

Your United Way contribution supported more than seventy programs in Wayne and Union Counties this year. Time, money, and in-kind gifts are needed to build a more educated, healthier and safer community. We invite you to decide what you can offer, and Touch A Life.

'Save My Mother's Life'

Colleen Scott's errand to the grocery on April 1 had been just like many other shopping trips at County Market. She sacked her groceries in the checkout line and kept an eye on her two children and her nephew. Then she noticed an elderly lady leaning on the cart at the next counter. The woman was clearly in distress.

"Suddenly she just collapsed," says Colleen. "A man helped her daughter carry her to a chair. I noticed that her daughter's head and neck was red. She just didn't know what to do."

That's when Colleen Scott began to use what she had learned in a CPR class at work to save Emma Marie Gore's life. Emma and her daughter, Joyce Brown, also had come on a simple errand.

"I put Emma's head back and elevated her legs. When I checked, I found no pulse, no breath," says Colleen.

"Joyce asked me if I knew what I was doing," she remembers . "I told her I thought I did, and she said, 'Save my mother's life!'

"At first we couldn't get Emma's teeth apart. We both worked. I breathed three times and listened. No breath. I breathed one more time. I felt a pulse. I wasn't even sure I was doing it right, except that her jaws were blowing up like Chris Clean when we practiced on in class.

"I breathed three or four more times, and she began vomiting. I knew she was coming to," Colleen continues. "I lifted her head up and tried to clean her up as the ambulance arrived. I had worked about ten minutes. My daughter Courtney was hysterical."

Colleen never imagined she would ever have to use what she learned in the CPR course which Elsa Catey taught her staff at Catey's Nautilus. Elsa had been trained to

teach the class by the Red Cross, and she required employees to take her class.

"I'm thankful now," says Colleen.

"I never in a million years believed I would be able to do this," she adds. "Things usually upset me; I worry. It's not the Colleen we all know.

"I did get scared when I couldn't find a pulse, but I thought 'If I don't try and she dies, what will I do?' I didn't think about being sued. I didn't think about AIDS."

Emma Marie Gore believes God put Colleen in that store for a reason.

"I'm grateful (Colleen) had the course," she says. "She was a guardian angel to be there when I needed her. She came up to see me in the hospital. She's just a great person."

"It was a very, very emotional experience," says Colleen. "I'll never forget Emma as long as I live. My father had a heart ailment and died in my mother's arms. She couldn't save him. CPR really does work."

Note: For more information on CPR (Cardio Pulmonary Resuscitation) training, contact Wayne-Union County Chapter, American Red Cross, 962-9508.

You Already Have the Materials

If you are reading the United Way Digest at work or at home, you should also have a personal pledge card to complete and sign. At work, your campaign chairperson will answer any questions and collect your card.

If you are at home and have questions, call 962-2700 between 8:00 a.m. and 5:00 p.m., weekdays. You may pledge your gift and be billed by the United Way office. One-time gifts by check should be payable to United Way of Whitewater Valley, 33 South 7th Street, Suite 5, Richmond, IN 47374. Be sure to include your pledge card.

If you need a new pledge card, call United Way, 962-2700.

'I Can Watch Them Mature'

Chrystal and Teffiny Schuck feed calves daily.

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John Schuck milks 85 dairy cattle three times a day. Milk, however, is just one of the products of this family farm.

Individual responsibility. That's the product Margie Schuck sees as daughters Teffiny, 12, and Crystal, 10, participate in the Union County 4-H program. Margie pays attention because she's the 4-H club leader as well as "mom." She's been a 4-H club leader for five years and sees her daughters' growth:

"Every year I can watch them mature," says Margie. "Every day they want to do a little more around the farm."

Teffiny and Crystal's morning chores include feeding and caring for their own 4-H animals, as well as feeding the other calves clamoring for attention outside their individual shelters along the lane.

Crystal and her calf, Black Stuff, competed at the fair for the first time this year. Crystal admits that training Black Stuff to show was work. "The calf has to walk well and his head up," she says. Black Stuff has been known to get away.

This was Teffiny's fourth year to compete at the Union County 4-H Fair. "It's fun to do it," she says. "It's not that important to win."

Be a Trendsetter!

You can be a 1993 Trendsetter!

If you are a new contributor to United Way of Whitewater Valley, a pledge of 50 cents a week or more will make you a Trendsetter. Previous donors can be Trendsetters by increasing their gift this year by 50 cents a week or more.

We need one thousand Trendsetters this year to make our goal. We're counting on you.

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'I Might Have Been In Jail'

Mike Hofer, Scott Boys Club "Boy of the Year," has been involved with Boys Club since he was seven years old.

"I always knew it was a place to go after school instead of hanging with the wrong crowd," says Mike. "If I hadn't gone to the club I might have been in jail. I met a lot of friends there."

MIKE HOFER

Mike, a recent RHS graduate, remembers playing basketball, ping pong, flag football and billiards when he was younger. His sports activity paid off in high school where he ran varsity track and cross country.

He has fond memories of staff. "John Brzuzy was great. He was always funny and he taught me new things," says Mike. "I like James (Gordon), too."

In Mike's more recent years at the club, he's "graduated" to more responsibility.

"I coached basketball and football teams," he says. "Last year I volunteered at the first three weeks of camp. This summer I worked at camp every week, and I got paid. Most of the time I lifeguarded."

In addition to being named Boy of the Year locally, Mike is the recipient of the Indiana Boys Club College Scholarship.

This fall Mike headed for Indiana Wesleyan University in Marion. His first interest is communications and Christian ministries. His Boys Club experience will serve him well in another option, youth ministry.

"I learned leadership qualities coaching and helping at the club," Mike says. The most helpful thing I learned from Boys Club is how to get along with younger kids. My patience has improved over the last two years."

Sally Hofer, Mike's mother, agrees about the value of Boys Club in his life. "It's made all the difference," she says. "Whenever I see people with young boys I tell them to get them over to the Boys Club. It's great."

'Heartfelt' Thanks

Swimming programs at the YMCA reach young and old. This April 7 letter from Miriam L. Erk says all that needs to be said about the benefits of the water aerobics program:

Dear YMCA

"As I am preparing to secure a renewed ticket for the aerobics program, I am constantly aware of how much benefit I am receiving.

"Seven years ago, January 14, I had a heart attack, an unsuspected one. After being grounded six months, I asked my doctor for permission to take part in your water exercise. He readily gave it because it is the best and safest program for people who have serious heart problems. Las year, April 14, I was sent to the heart specialist in Indianapolis and came away with a great report. The artery which was 95% closed was not an alarming concern because the body had built a fine network to take over the necessary functions.

"This recovery, I am convinced, was completely due because of your very find program....I will be 83 year old in a couple of weeks and look forward to being able to participate in this wonder ful program for some years to come.

"Please keep this program going. Also, I wish to speak for my younger sister who has much pain with arthritis in her back and hands. She has been a member of the (water) aerobics program much longer than I and is completely convinced of the benefits she receives from it.

"Again, please keep this program in your schedules."

Very sincerely,

Mrs. Miriam L. Erk

'We Offer So Much'

That's what Judy Tunney says about Girl Scouting. And she should know. The recipient of the Thanks Badge this year from Treaty Line Council of Girl Scouts, Judy has been an adult Scout volunteer for more than 19 years. She's seen changes. "We have become more modern," she says, "but some tradition is important."

Judy is pleased with a recent addition to the program of the area council — Green Circle. She's coordinator for the program and also a Green Circle trainer.

"Green Circle teaches the girls to accept differences — race, religion, body shapes — in themselves and others," says Judy. "The troops are really excited about it."

Judy, Jane Parker, and Marty Mullins are the Girl Scout volunteers who have presented the hour and a half Green Circle programs on the average of three times a month this year. Judy feels Green Circle is especially important because she doesn't think all kids are getting values at home.

Judy began her long-term relationship with Girl Scouting as her daughters' troop leader. Since then she also has been a service unit manager and chaired the council cookie sale.

"We offer so much," she says, "badge work, contemporary issues. Girl Scouting teaches girls that they can be anything they can be and helps give them the skills to get there. Girls learn that they can depend on themselves."

'Being Able to Read Feels Good!'

"I entered the literacy program because it was frustrating not being able to help my children with their homework," says Chris Abrams, Tire Centers Inc. employee.

Chris and Linda Noggle, his reading tutor through the Morrisson-Reeves Literacy Resource Center, began working together in February. Chris is her first student.

"I love to read," says Linda. Even though I work, I knew that this was volunteer work that I would enjoy."

"I think I'm making good progress," says Chris with his characteristic grin. "I can read a paragraph now, understand it and not have to go over it several times. Being able to pick up a book and read it feels real good."

"The textbooks in this program are excellent," Linda adds. "We have settled on what will be the best for

Chris Abrams

Chris as he works toward his GED. Even though Chris has a family and a fulltime job, he seldom misses a session. When he does, we make it up."

A United Way venture grant helped to support the first year of the Workplace Literacy Program through which Chris is tutored.

"This program is real good," says Chris who does have his eye on getting a GED and a career. "You can fit the sessions into your schedule. It's just real good."

COMING HOME

"I'd still be the that apartment, looking out the window," says Ethel Price. "There were thirteen steps up to the apartment, and I had to scoot up and down."

Ethel refers to this winter when a stroke made it impossible for her to live by herself. After her release from the hospital, she went to stay with her daughter in her apartment in downtown.

Although Ethel was grateful for her daughter's care, she wanted to return to her own apartment at Southview Courts in Liberty. She needed home nursing care, however, during her recovery. The waiting period for Medicare coverage of this service would take several months.

"I wanted fresh air. I wanted visitors when I wanted them. And, I wanted the quiet of my own place," says Ethel.

United Way funds made it possible for Ethel to have what she wanted. "Through the Home Care Aide program funded by United Way Esther got the care she needed in the "gap" period," says Madelaine Rummel, director of Home Care Training at the Union County Council on Aging.

Ethel's caregiver, Inda Wilson, was trained as a home health aide five years ago.

"I enjoy my work," says Inda, a life-long resident of Liberty. "I have known each one of my patients earlier in their lives. Sometimes I have to be firm when I don't want to."

"Without this program, people in Ethel's situation would just be parked somewhere during this waiting period," says Phyllis Howard, director of the Council. "There is always the danger of recurrence of a stroke or heart attack, and nursing care is vital."

They Forged New Lives

Martina Bell receives her high school diploma from RCS Superintendent Raymond Golarz

Ramona Hightower and Preston at the park.

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A year ago, Ramona Hightower decided to take back her life. She left an abusive relationship of nine years — for the last time. Now she likes the woman she sees in the mirror.

Ramona turned to the YWCA's Genesis program and entered the shelter for abused and homeless persons.

"I had left twelve times before and had been at the shelter at least seven times," says Ramona. "I kept going back to physical abuse because of money — and I didn't want to be alone.

"He almost had me. I had no self esteem, I considered suicide, and I was so overweight that I never thought about another man."

"A woman has to come to a point in her life when she wants to make a change; then an agency can help."

When Ramona made her move, she took her future seriously.

"The other times I had been in the shelter I wanted safety — but I didn't really want to change my life. I wasn't even very cooperative. This time I really reached out for help. I attended every support group.

"A woman has to come to a point in her life when she wants to make a change; then an agency can help," she adds. "Sandy Davis at Genesis gave me the push this last time. Had it not been for the shelter, I don't know where I be today."

Ramona does know where she is, and she has plans for where she's going. Since she left the shelter in June, 1992, Ramona has lost one hundred pounds and has remarried. She has plans to complete her GED, enter the job market and find preschool and day care for her three-year-old son, Preston. Long-term, she'd like a career in law.

"My dream would be courtroom law or legal advocacy," she says. "I want to do something, to be something."

Martina Bell was just graduated from Richmond High School, and is proud of her accomplishment. She sought refuge from domestic violence at the Genesis shelter program in December of 1991.

"I think I'm doing great now," says Martina. "I have my own place, and I've met all my goals for me and my son. I plan to begin at Ivy Tech in the fall. Eventually I'd like a career in paralegal work or in nursing."

Martina also has benefited in her relationship with Kay Wilson as part of the YWCA's Mentor Mother Program.

"I do everything with Kay," she says. "She's like family to me."

Putting A Face On AIDS

Michael Marsh is one of two persons living with AIDS locally who is able to tell his story to help prevent the spread of the disease that is making its greatest inroads among minorities, young women, and teens. Michael works through the education/prevention program of AIDS Task Force Richmond (ATFR), which has reached several thousand people in the county in the last three years.

Michael Marsh

Jean Gifford, Health Promotion Specialist for the Wayne County Department of Health, spearheads the educational effort and takes Michael on about one-third of her presentations, especially to young audiences.

"Michael's impact on people is very, very strong," says Jean. "He doesn't over-dramatize. He tells his experience as it is. The kids hang on his words. At the end of the presentation, many come up to shake his hand or hug him."

"I was surprised to learn that we had reached more than one thousand people this year by July," says Michael, "— at schools, nursing homes, and factories. It all adds up."

Jean addresses the medical aspects of AIDS. Michael covers the psycho-social aspects — as well as telling his own story.

"Everyone sits up and takes notice when someone speaks from a personal standpoint. It puts a face on AIDS."

Michael was diagnosed HIV-positive in 1985. He was diagnosed with full-blown AIDS in 1990, and says he is doing well at the moment. His work is draining and healing at the same time.

"It is stressful to go over and over my story," he says. "It's like scratching open an old wound. At the same time, it also helps to talk about it. And if I can help someone, it is all worth it."

Because of the stigma often attached to AIDS, there is a shortage of people comfortable enough to share their own stories in the prevention/education program.

"A few clients are considering speaking to groups, so it lets me know they are feeling more comfortable," says Michael. "The more they see that I'm not pelted with rocks, the more willing they may be.

"It doesn't bother me when people are afraid (of AIDS), but it does bother me when they are uneducated. Education is the key."

Jean Gifford agrees:

"People still need to be educated (about AIDS). They need to know how you get it. How you don't get it.

"We need to get our heads out of the sand and talk to our kids about it. What our kids don't know might kill them. I am targeting teens and their parents," Jean adds.

Statistics on HIV-positive and AIDS cases are hard to come by because of confidentiality. Jean estimates that Wayne County has 75-80 cases of full-blown AIDS. Based on a state formula, she says Wayne County has the potential for between 750 and 800 persons who are HIV-positive.

"Our cases include people who have come home from larger cities," Jean points out. "In addition, our geographic location puts us at risk. We are impacted by the traffic from Indianapolis and Dayton."

There are ways to help locally beyond becoming educated.

"Donations to the ATFR non-food pantry are really needed," says Michael. "Many clients are on food stamps which can't be used for shaving cream, toothpaste, light bulbs, and cleaning stuff. If ATFR has to replenish the pantry from its funds, it means taking money away from other efforts.

"We also need volunteers to drive clients to the doctor or on other errands," he adds.

Jean Gifford draws blood locally at the county health clinic for confidential HIV virus tests.

"I enjoy the education and counseling, even though I sometimes feel burnout from saying the same things over and over," says Jean. "Then I remind myself that the people listening probably haven't heard it before. Their questions always interest me.

"I don't enjoy telling people that they are HIV-positive."

Note: In addition to its prevention/education program which receives United Way funding, AIDS Task Force Richmond operates a non-food pantry and offers a support group for people who are HIV-positive or persons living with AIDS and a support group for significant others. For more information contact Susan Alexander, director, or Larry Phillips at the ATFR office, 966-5566.

Constant Friend

When Rick Buckland was two years old, a farm accident changed his life dramatically. Run over by a truck, he has lived the rest of his very full life with ongoing assistance from Easter Seal Committee of Wayne and Union Counties.

A Wayne County resident for most of his life, Rick benefited from many Easter Seal programs. He attended summer camp for persons with handicaps, borrowed wheelchairs, and went to and from school in cabs paid for by Easter Seals.

In 1957, Rick was the Indiana Easter Seal Child. The emphasis that year was on safety in the home.

Most recently, Rick has needed a special bed and trapeze for his six-month long recovery from a chronic hip problem.

"This bed has been my home away from home," says Rick. "The first trapeze was attached only to the headboard. Because I only could crawl, I had to lift my entire weight in and out of bed with the trapeze. I ripped up our only set of sheets and broke the headboard in the process. Pat Bowers searched until she found exactly what I needed — a trapeze secured to both headboard and footboard.

"Union County residents need to know that Easter Seals is available here," adds Rick. "Without this bed and trapeze, I would have been isolated upstairs. Every time I've had a problem with my hip, Easter Seals has helped with equipment and made it less difficult for me and my family."

'd Do It Again'

That's what Tim Fienning and Mary Terkowski say about being a Big Brother and a Big Sister. They've both been matched with their Littles for six years.

"When I first started with Marcus he was withdrawn and shy. Now he's a very outstanding young man," says Tim, an assistant manager at Woolworth's.

"Marcus works at Woolworth's now, too," Tim adds. "He's outgoing — great with customers."

There are many memories of the six year match.

"At first we weren't together that often. As we got to know each other better, Marcus began joining me in whatever I was doing," says Tim. "Now Marcus is just one of our family. He comes to birthday parties, family gatherings, funerals. We even went on a trip to California."

As a member of the Big Brother/Big Sisters board of directors, Tim is well aware of the need for adult volunteers.

"It's been great to watch Marcus grow. My role as Big Brother hasn't always been easy, but it is important for a teen to have someone to listen and to encourage," says Tim.

"I've gotten so much out of this friendship. I hope other men will take advantage of this opportunity to be a role model for a young person. I will always be friends with Marcus, and I plan to get another Little Brother now that Marcus has turned 18," he adds.

Patty Tarr has been matched with Mary Terkowski, for six years.

"When I was first matched with Mary, my mother was taking care of my grandfather," she says. "It helped me out to have Mary to be with — and helped by parents out, too.

Her brothers, sisters and parents accepted me as a member of their family.

"Mary and I have done a lot together," she adds. "We've had fun, and we've worked on fun-raising events for Big Brothers/Big Sisters."

Mary Terkowski teaches middle school foreign language classes in Richmond.

Like Tim Fienning, she is pleased with her experience as a Big.

"It's more than what I hoped for," says Mary. "I went in with the idea of giving, and I've ended up receiving a lot.

"I'd like to think I've been a good influence. I know Patty enjoys the time we spend together. She's a really neat kid, and she's had a lot of hurdles to deal with."

"I think we're very well matched. We've found even little things in common," Mary continues. "I tell her that I wonder if we're not related somewhere down the line. I wasn't so sure at first, though. She was gutting a fish the first time I met her!"

I'd Do It Again

Patty's six-year relationship with Mary has underscored the importance of finishing high school. She admits that her grades were better when she played sports or was involved in extracurricular activities.

"You can't get a job without finishing high school," Patty says. "In fact you can't get very far unless you go beyond high school." She plans to finish at Richmond High School next year. Long-term, Patty's professional interests lean toward child care or toward x-ray technology and radiology.

Big Brothers/Big Sisters matches end when the Little turns 18.

"Well, officially," says Mary. "But I'd do it again," she adds quickly. "I am still convinced that if a kid feels cared about it can really turn them. It's a wonderful opportunity to help and get involved. It doesn't take an immense amount of time and the pay off is immeasurable."

In an independent study of several mentoring programs, researchers found that "The Big Brothers/Big Sisters model stands out among mentoring programs in both the longevity of the matches if facilitates, and the rate of interaction between the adults and youth it brings together. To find out more about being a Big Brother or Big Sister call 935-6007.

At Your Service!

American Red Cross, Wayne/Union County Chapter, 19 North 13th Street, Richmond (962-9508) Provides classes in first aid, CPR, home nursing, water safety, and for expectant parents. Strong program of disaster preparedness and relief, as well as service to military families. Provides volunteers at Reid Hospital & Health Care Services.

Big Brothers/Big Sisters, 19 North 9th Street, Richmond (935-6007) Matches adults in one-on-one relationship with youth ages 5 to 18.

Boy Scouts, Crossroads Council, 199 Plum Street, Hagerstown (489-4552) Teaches values based on the Scout Oath and Law. Cub Scouts, grades 1-5; Boy Scouts, grades 6-12; Explorer Scouts, grades 8-12).

Easter Seals Committee of Wayne and Union Counties, 2769 Stevens Road, Centerville (855-2482) Aids disabled children and adults through loan of medical equipment (walkers, wheelchairs, hospital beds, etc.). Financial aid provided for hearing aids, artificial limbs, speech, hearing and physical therapy and camping for handicapped. Provides information and referral for other services for which a disabled person might be eligible.

Girls Club of Wayne County, P.O Box 43, Richmond (962-2362) For third-eighth grade girls in Richmond and Cambridge City. Activities designed to widen the horizons of each girl, give a sense of self and community, and stimulate creative imagination. Courses include Preventing Adolescent Teen Pregnancy and Peer-Suasion.

Girl Scouts, Treaty Line Council, 713 Promenade, Richmond (962-0225) Five age levels of Scouting for girls 5-17 years of age. Encourages girls to know the world around them and discover the role she wants to play in it.

Legal Services Organization, 2000 West Main Street, Richmond (962-1855) Handles all civil legal problems and concerns of senior citizens and a limited number of public benefits problems of the poor. Addresses: Social Security, Supplemental Security Income (SSI), Medicare, Medicaid, Nursing Homes, Food Stamps, Aid to Families with Dependent Children (AFDC), Utilities and Township Poor Relief. Serves five counties: Fayette, Franklin, Union, Rush, and Wayne.

Mental Health Association, Wayne County, Sim Hodgin Parkway, (966-0221) Ongoing support groups for incest survivors, depression, parenting challenging children, and tourette syndrome. Public education through literature and films which include the "I'm Thumbody" program for all third graders in Wayne County. Citizens auxiliary to Richmond State Hospital—Gold Volunteers supervise in-patient clubs and activities; Adopt-A Patient Program and Christmas Gift Lift.

The Salvation Army, 100 S. 4th Street, Richmond (966-7791). Provides emergency service of food, clothing, lodging in times of disaster. Voucher system in place for food from local pantries. The army also offers budget services for

individuals interested. We also participate in a Senior Citizen feeding program. The Salvation Army offers character building programs for men, women and children. These programs are geared to help mind, body, soul and spirit. Thrift Store located at 520 S. 5th Street, Richmond.

Scott Boys Club of Richmond, 1407 South 8th Street, Richmond (962-6922) Promotes leadership, character, health and career development with special concern for youth from disadvantaged circumstances. Activities include arts/crafts, woodshop, cooking, field trips, basketball, summer day camps and special events. Library and tutoring available during school year.

Senior Opportunities Services, 401 S. 4th Street, (962-1010) Provides employment services for persons 55 years or older and respite care for persons with full care responsibilities for housebound patients. Also operates Cutter's Corner Craft Shop, consignment sales for work of persons 55 or older.

Townsend Community Center, 855 N. 12th Street, Richmond (962-7591) Provides leadership and educational development opportunities for youth and adults. Programs for youth address the seven developmental needs for children and include day care, pre-employment training, youth development and adult education.

Union County 4-H Association, 26 W. Union, Liberty (458-5055) Learning program for youth, ages 9-19, focused on home economics, horticulture, agricultural problems, food preparation and preservation.

Union County Council on Aging/Aged, Southview Court, Rte. 2, Liberty (458-5500) Provides training and placement for in-home health care aides. This nutrition site also provides recreation, leisure, educational and crafts programs. Transportation provided for medical and grocery needs. Handyman and homemaker services also available.

Union County Mental Health Association, Southview Court, Rte. 2, Liberty (458-5104) Community education on mental illness. "I'm Thumbody" program for third graders in Union County.

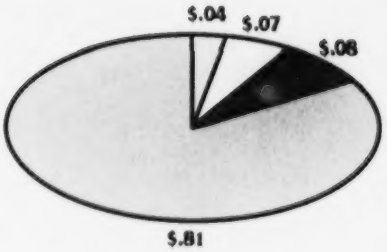
Wayne County Council for Retarded Citizens (Green Acres), 800 Mendelson Drive, Richmond (966-0502) Provides services to the developmentally disabled and physically handicapped of Wayne County. Serves ages 0-3 and 18 to adult with special education, speech and physical therapy, vocational rehabilitation and a sheltered workshop experience.

Widowed Persons Service, 1600 S. 2nd Street, (983-7307) Provides support groups and other appropriate services for widowed persons.

YMCA, 50 N. 8th Street (962-7504). Provides day care, youth development and recreational programs for youth. Adult Health Club is not funded by United Way.

YWCA, 1900 S. L. Street (966-0538) Adult women developmental programs, special interest groups, massage, fitness and dance classes available. Programs include Genesis (shelter and services for abused and homeless), Peer Information Center for Teens, Mentor Mothers, and Choices.

Your Dollars Touch Lives All Year Long



$.81 direct funding to agency programs

$.04 United Way community services

$.07 fundraising

$.08 administration

"Touch A Life"

There are waiting lists for many programs now funded by United Way of Whitewater Valley. Your contribution - large or small - will make it possible for a child in your community to feel better about herself, set a teen on a career path, provide shelter for a homeless person, or help someone through an emergency.

United Way of Whitewater Valley

33 South 7th Street, Suite 5 • Richmond, IN 47374
Phone: (317) 962-2700 • FAX: (317) 966-0882

"Learning Together"
Family Literacy Workshops

UNIT I

October and November are times when parents, grandparents, baby-sitters and their children ages 15 months to 6 years can participate in workshops designed just for them. The workshops are free and are designed to help adults help their pre-school children have fun learning to learn.

I. Parents and Children Learning Together This workshop stresses the importance of parents as the child's first and most important teacher. Ideas on how to play, talk ,and read with children from their first moments until they go to school are offered. Crafts will include the making of wordless books. Stories, music and games are also a part of the fun.

II. What Should My Child Be Doing Now? Each child has his or her own developmental time table. Generalizations about what children do at different ages will be shared. Children will learn about shapes and colors. Stories, crafts, music and activities will center on shapes and colors.

III. Puppets, Listening and Talking Puppets can help children talk about difficult things or to forget themselves and start using their imaginations. Everyone will take home more than one kind of puppet, see a puppet play and have a chance to be in a puppet play. If this is the third week a family has attended, the family will receive a free paper back children's book.

IV. Writing to Read When a child learns that what he can say he can write and what he can write he can read, their reading is no longer a mystery. Play dough, language experience stories, A,B,C books and stories are all a part of this workshop. Finding things that are the same and different are also the first steps to reading.

V. Folk Tales, Fables and Flannel Boards Parents and children will make a flannel board box and characters so that they can continue to tell the folk tales and fables they learn today. Parents will learn why folk tales, fables and nursery rhymes are an important part of pre-school learning as well fascinating for young children.

VI. Let's Go to the Library! A field trip to Morrisson-Reeves Library will let parents and children find out the wonderful things available to them at the library: stories from a children's librarian, WOW kits, toys and puzzles, movies and books, books, books! This event is part party as well. Children and the adult who attends with them will receive participation certificates as well as free books or book bags for their attendance.

UNIT II

In March and April Unit II of Learning Together will be offered. Families who have attended UNIT I are invited to return and new families are encouraged to join in.

VII. Numbers, Numbers, Numbers. Children and adults alike will enjoy songs, games, stories, crafts and activities involving numbers. Even very young children are curious about numbers. They are an important part of our lives, from telling time to making change.

VIII Let's Pretend Children learn by imitating. Playing dress-up and using their imaginations are important parts of learning about the grown-up world and developing thinking skills. Television is also a part of children's lives. T.V.. and make-believe are center stage in this workshop. Adults will learn how to encourage imagination in their children.

IX. Cooking With Kids Sound messy? Well, it might be, but little kitchen helpers enjoy doing simple cooking tasks, and they can learn about nutrition, manners, kitchen safety and clean-up responsibilities at the same time. A kids' buffet will be part of this workshop. If it is the third workshop you have attended, your family receives a paper back children's book.

X. I Love a Parade! Children love music and parades. Music and rhythm are fun parts of learning. Using "trash" we will make instruments and band uniforms. We'll march, have parade stories and enjoy the music.

XI.. Rain, Bubbles and Rainbows Children are curious about the world around them. Learning about that world helps build interest in natural science and lessens fears about things like storms. A video and easy experiments introduce little ones to the "magic" of science. Grown-ups find out how they can build an interest in science even if they don't know much about science themselves.

XII.. Bugs and Animals Continuing to explore the natural world, we will make bug catchers, and make-believe bugs and animals; hear stories and learn songs and games about bugs and animals. Even the very young child will enjoy nature walks, stories and songs.

FINAL CELEBRATION " Dinosaur Dance"

Dinosaurs may be extinct, but they are universally loved by the under five crowd. As a final celebration for all who have participated in the learning together workshops, we will gather at Morrisson-Reeves for dinosaur dances, songs, crafts, games and stories. The attendance gifts are all dinosaur related.

An invitation is made to all adults to keep involved in their children's learning and to continue their own learning. Tutors are available for all adults who wish to improve their skills or to explore the possibility of going "back to school".

Attachmnet # 2

Family Literacy Attendance April 23, 1993 Family Literacy 1992-93

Last	Site	One	Two	Three	Four	Five	Six	Seven	Eight	Nine	ten	eleven	twelve	thirteen	Total	
Bailey	Career Prep		2	0	2	0	0	0	0	0	0				2	D
Bartley	Career Prep	0	0	0	1	1		1	0	0	0				3	N
Blevins	Career Prep	0	0	1	0	0			0	0	1				2	R
Cordell	Career Prep	2	2	2	0	0			0	0	0				3	J
Craft	Career Prep	1	1	0	0	1	1	1	1	0	0				6	D
Dailey	Career Prep	1	1	1	1	1			0	0	0				5	R
Day	Career Prep	1	1	1	1	1			0	0	0				5	S
DeLucio	Career Prep	1	1	1	1	1	1	1	1	0	0				8	A
Estep	Career Prep	0	0	0	0	1			0	0	0				1	M
Foster	Career Prep	0	1	1	1	1		1	1	0	1				7	M
Hegg	Career Prep	1	1	0	1	1	1	1	0	0	0				6	T
Helsley	Career Prep	0	0	0	0	2			0	0	0				1	L
Hine	Career Prep	0	3	3	3	0			3	0	3				5	E
Holt	Career Prep	0	1	0	1	0		1	1	1	1				6	E
Jeffries	Career Prep	0	1	0	1	0		1	0	0	0				3	W
Johnson	Career Prep							2	1	1	0				3	M
Kalugyer	Career Prep							1			0				1	
Lear	Career prep	0	1	0	0	1			0	0	0				2	N
Leverette	Career Prep	2	2	0	2	2	2	0	0	0	0				5	T
Lundy	Career Prep	0	1	1	0	0			0	0	0				2	K
Merritt	Career Prep	0	0	1	0	1			0	0	0				2	J
Morris	Career Prep	2	2	2	2	2	3	3	0	0	0				7	A
Oliver	Career Prep	1	1	1	1	1	1	1	1	0	0				8	C
Phillips	Career Prep	1	1	1	1	1	0	1	1	1	0				8	N
Rankin	Career Prep	1	0	0	0	0	0	1	0	1	1				4	R
Russell	Career Prep	2	2	0	0	0			0	0	0				2	B
Schroy	Career Prep	1	1	1	1	1			0	0	0				5	T
Smith	Career Prep	1	1	1	0	0			0	0	0				3	T
Staley	Career Prep	3	3	0	3	3			0	0	0				4	S
Steele	Career Prep	1	1	1	1	1	2	2	0	0	2				8	B
Walden	Career Prep	0	0	2	2	2			0	0	0				3	T
Williams	Career Prep	0	0	1	1	1			0	0	0				3	J
Wyatt	Career Prep	2	2	2	2	2		2	1	0	0				7	S
Brooks	Fairview	1	1	1	0	0	0	1	0	0	0	0	0	0	4	C
Bullock	Fairview	0	2	2	2	2	4	2	0	0	3	3	0	3	9	H
Franklin	Fairview	0	0	3	0	0	0	0	0	0	0	0	0	0	1	D
Madden	Fairview	2	5	4	5	0	0	0	1	0	5	0	0	0	6	H

Last	Site	One	Two	Three	Four	Five	Six	Seven	Eight	Nine	Ten	eleven	twelve	thirteen	Total	
Madden	Fairview	0	0	2	2	2	2	0	0	0	2	2	2	2	4	A
Minor	Fairview	0	0	2	2	2	2	0	0	0	0	0	0	0	11	T
Nelson	Fairview	2	2	2	2	2	0	2	2	0	2	2	2	4	11	
Newton	Fairview	0	4	4	4	4	3	4	4	0	4	4	4	4	11	L
Ramsey	Fairview	2	2	2	2	2	2	2	2	0	2	0	2	3	11	V
Sammons	Fairview	0	0	2	2	2	0	0	2	0	2	0	2	3	7	D
Woods	Fairview	0	3	3	3	3	3	3	3	0	3	3	3	3	11	R
Bierd	NCL	3		0	0	0	0								1	J
Gifford	NCL	4	3	3	0	3	3								5	
Grubb	NCL	4		0	0	0	0								1	J
Hillyer	NCL	0	4	4	0	4	0								3	L
Lambertson	NCL	3		0	0	0	0								1	M
Lewis	NCL	2	2	2	0	2	0								4	B
Wheeler	NCL	4	2	2	0	2	2								5	D
Alvarez	Starr	4	0	0	4	4	0	4	0	4	1	4	4	0	8	D
DiGenova	Starr	2	2	2	2	2	0	0	0	0	0	0	0	0	5	S
Lindsey	Starr	0	3	3	0	0	0	3	3	3	0	0	0	0	5	N
Mahoney	Starr	2	0	0	0	0	0	0	0	0	0	0	0	0	4	M
McFadden	Starr	0	0	3	3	0	0	0	3	0	0	0	0	4	4	T
Moore	Starr	2	0	2	0	0	0	0	0	0	0	0	0	0	2	J
O'Conner	Starr	2	0	0	0	0	0	0	0	0	0	1	1	2	4	S
Oujout	STARR	2	2	2	2	2	2	2	2	1	1	2	1	0	12	
Pierson	Starr	2	0	0	0	0	0	0	0	0	0	0	0	0	1	C
Whitehead	Starr	2	2	2	2	2	2	2	2	2	2	2	2	2	13	D
Holligsworth	Starr					2	2	0	0	0	2	2	0	2	5	T
Bright	Townsend	3	0	0	0	0	0	0						0	1	S
Ogle	Townsend	2	0	0	0	0	0	0	0	0	0	0	0	0	1	T
Pennington	Townsend	0	0	2	2	2	0	2	2	2	2	2	0	2	9	L
Perkins	Townsend	0	3	0	3	3	3	00	0	0	0	0	0	0	4	D
Wilks	Townsend	2	2	4	2	0	2	0	0	0	3	0	0	0	6	R
Bowen	Vaile							3	0	0	0	0	0	3	2	A
Calderon	Vaile	3	4	0	3	3	0	3	0	5	4	3	0	5	10	J
Calderon	Vaile							2	2	2	2	2	0	2	6	
Callender	Vaile							0	3	4	4	3	0	3	5	A
Doughty	Vaile	0	2	2	2	2	2	2	2	2	2	2	2	2	12	R
Elder	Vaile								2	2	2	0	2	2	5	T
Gard	Vaile	0	2	2	2	2	2	2	2	2	2	2	0	2	11	J

BEST COPY AVAILABLE

Family Literacy Attendance April 25, 1995

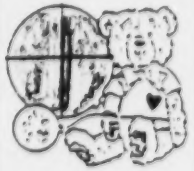
Last	Site	One	Two	Three	Four	Five	Six	Seven	Eight	Nine	Ten	eleven	twelve	thirteen	Total	
Homer	Vaile	2	2	0	2	2	2	2	0	0	0	0	0	0	6	R
Mann	Vaile	0	3	3	3	3	2	3	0	0	0	0	0	3	7	L
McCurdy	Vaile							3	0	0	0	0	0	3	2	C
Raheja	Vaile	0	0	2	0	0	0	0	0	0	0	0	0	2	2	
		81	90	91	85	87	51	67	48	33	59	39	27	61	398	

Date 3-3-93

Name [illegible]

Attachment # 5

Weekly Reading Chart

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading Time							
Activity Practice Time							
Talk/Write Time							

Books Read Beauty & The Beast, [illegible] The Feast [illegible]

Activities/ Games 1, 2 + 3 little bears, bread [illegible]

What did you talk or write about, about [illegible]

Questions or Suggestions

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DIRECTIONS

- Hang the chart where you and your child can see it and write on it
- You or your child color in the parts of the circles which show how much time you spend on each activity (each 1/4 of a circle = 15 minutes).
- Put a star or sticker on the really good days

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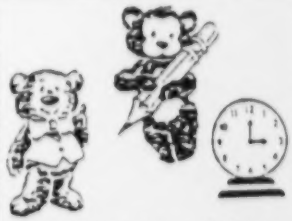
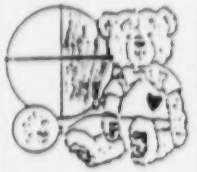
Date Feb 3-7

Name [illegible]

Weekly Reading Chart

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading Time							
Activity Practice Time							
 Talk/Write Time							

Books Read

Activities/ Games

What did you talk or write about

Questions or Suggestions

DIRECTIONS

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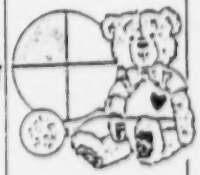
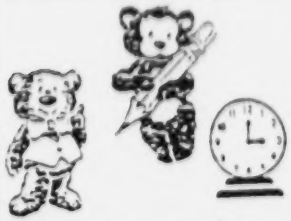
Date _____ Name _____

Weekly Reading Chart

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading Time							
Activity Practice Time							
 Talk/Write Time							

Books Read
Activities/ Games
What did you talk or write about
Questions or Suggestions

DIRECTIONS

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Date 3-3-92 Name Bullock

Weekly Reading Chart

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading Time							
Activity Practice Time							
Talk/Write Time							

Books Read
Activities/ Games
What did you talk or write about
Questions or Suggestions

DIRECTIONS

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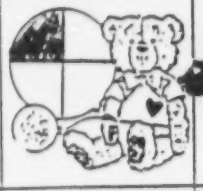
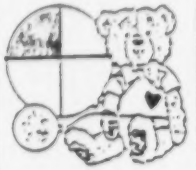
Date 4-2-93

Name Eric Bull K
Helen Bullock

Weekly Reading Chart

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading Time							
Activity Practice Time							
Talk/Write Time							

Books Read
Activities/ Games
What did you talk or write about
Questions or Suggestions

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Attachment # 4

FLP Volunteer Manual

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The Literacy Resource Center

Family Literacy Curriculum

This curriculum is based on a design created by the Literacy Volunteers of America

Additional materials are included from a variety of publishers. The sources are noted on each item. Materials may not be reproduced without permission of the publishers.

Curriculum was collected by
Dorothy S. Grannell
Family Literacy Coordinator

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FAMILY LITERACY PROGRAM
Literacy Resource Center
at
Morrisson-Reeves Library

The Family Literacy Program (FLP) is a service of the Literacy Resource Center at the Morrisson-Reeves Library. The program consists of 12 workshops and a final program for parents and child care givers and the children for whom they care. The workshops concentrate on developing literate behaviors and life long learning skills which care givers can help build in children. The workshops are designed to attract adults of all backgrounds and abilities who want to help their children learn.

The Learning Together workshops are given at the Richardson Branch of the Morrisson-Reeves Library which is located at the Townsend Center. A other workshops and tutoring sites are: the Vaile Parent Center at the Vaile Elementary School, Starr/Parkside Community Center at Starr School, Fairview Elementary School, Greenwood Apts, and Westwood Apts.

Adults who are care givers and who need additional help themselves in the area of reading ,writing and basic math are referred to the Literacy Resource Center (LRC). The LRC provides a one-to-one tutor for the adult at the FLP site. While the adults receive services a trained FLP volunteer provides child care utilizing the family literacy curriculum techniques. Usually one of the FLP volunteers serves as the tutor. Additional tutors are assigned by the LRC if they are needed at the site.

The goal of the FLP is to establish four permanent FLP sites in Richmond where families can receive literacy services: reading , writing and math instruction, and family literacy workshops for parents and children. All services will be provided by trained volunteers at no charge to the participant.

Funding for the program is provided by a U.S. Department of Education Literacy Grant and an LSCA grant administered through the Indiana State Library system, The Wayne County Literacy Coalition, Hooks Drugs, Reid Hospital Foundation.

9/13/93

LEARNING TOGETHER: A Parent/Child Literacy Curriculum

Learning Together consists of 12 workshops which are designed to introduce literacy skills to parents and care givers of young children and their children who are under seven years old. Each session will be structured in a similar manner. The workshops open with the telling or reading of a story. For a short time the children and parents work separately to develop a particular literacy skills. At the end of each workshop time is given to for the parents to practice the skill with their children.

During the workshop, trained Family Literacy volunteers utilize literacy concepts relating to language and reading development while working with the children and the adults.

BASIC WORKSHOP STRUCTURE

I. Introductions and free play until all have arrived

II. Story for all

III. Key Concept Presentation to children and adults separately

IV. Follow-Up Activity

V. Activity Practice with Children

VI. Story, Creative Drama by volunteers, parents or children

VII. Take Home items and weekly reading records

PLEASE SEE WORKSHOP SERIES FOLLOWING PAGE

TRAINING FOR FAMILY LITERACY VOLUNTEERS

Adults who wish to volunteer in the family literacy program are required three hours of training to work with parents and child care givers of young children. The purpose of the training is to acquaint the volunteers with the developmental needs of the children and techniques which care giving adults may utilize to encourage literate behaviors in children and help to build life long learning habits. The outline below is the structure of the FLP training workshop which is offered to FLP volunteers. If the volunteer wishes to be a site supervisor, leader of the adult portion of the workshops or a tutor to one of the adults in the FLP workshops, he or she must take the regular tutor training program offered by the Literacy Resource Center.

FLP Volunteer Job Description The FLP volunteers will work at scattered literacy sites in Richmond to monitor the sites, monitor the literacy collections, assist parents in utilizing resources and developing literacy skills in their children, refer adults needing resources to the LRC or be tutors for the adults seeking literacy services. Expanded job descriptions follow the training outline.

TRAINING OUTLINE

I. Introductions and plan for the training session
II. What is the Family Literacy Program and how does it work?
III. Child Development and Learning Styles - Birth to 5
    A. Stages and Styles
        1. Age approximate abilities of children
        2. Appropriate activities and books for each stage
        3. What if the child is not in the "right" stage for his age?
            a. individual growth and development time tables
            b. importance of play, talking and reading with children to enhance development.

IV. Talking to children - a pre-reading and writing skill
    A. Show video Good Talking to You ! Now you're talking : show the extending conversation section.
        1. How to model behaviors in the workshop
        2. Discussing the importance with adults

V. Playing with children
   A. Encouraging positive interaction between children and between children and adults.
      1. Games adults and children enjoy together
      2. Use of finger plays and nursery rhymes
   B. IF THERE IS TIME Use video Stepping Stones: Playing and Socializing with Adults or Play from the State Library
VI. Activities which extend language development
   A. Flannel Boards
   B. Puppets
   C. Singing
   D. Crafts
   E. Pre-writing activities (clay, paint, cutting)
      1. Show how to use techniques and give opportunities to practice
      2. Using positive encouragement techniques
      3. Letting children do things themselves
VII. Reading to Children
   A. Start young and do it often for a long time
      1. Benefits
         a. hearing standard English, learning words, a warm friendly time
   B. Video: Read to Me
   C. Types of books and how to use
      1. wordless
      2. predictable
      3. 10 word
      4. lap/story
      5. poetry
      6. picture dictionaries, non-fiction
   D. Practice reading stories and language experience stories
VIII. Attitudes and working with adults with limited skills
   A. Who are our clientele?
   B. Respect for the adults and their children
   C. Encouraging adults and children to be involved in the activities
IX. Sample Learning Together Workshop - Description
X. Review of Job Descriptions
XI. Training Evaluation and complete volunteer application
   A. Choose type of volunteer experience and preferred site.

Date _____ Name _____

Weekly Reading Chart

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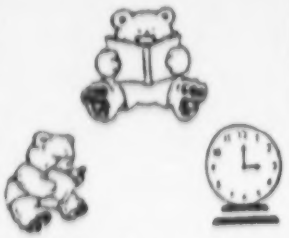
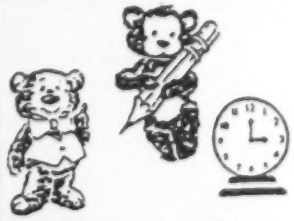
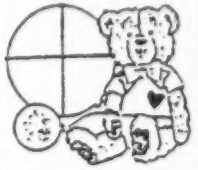
 Reading Time							
Activity Practice Time							
 Talk/Write Time							

Books Read
Activities/ Games
What did you talk or write about
Questions or Suggestions

DIRECTIONS

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Week I Parents and Children Learning Together (wordless books)

Objectives: 1. Set the framework for the workshops
2. Gather group together and get them to know one another.
3. Understand Teaching Role of adults.

TOGETHER: Sign In, Introduce people and program, Choose name tags.
Read wordless book, House by Felix or Good Dog Carl by A. Day

DIVIDE INTO ADULT/CHILD GROUPS Volunteers take children to children's area.

PARENTS

Objectives: 1. Build adult confidence about their teaching roles
2. Learn techniques to improve children's language skills
3. Adults learn 3 strategies for talking with children and building pre-reading skills. Be able to use the skills with their children.

Introduction: Let parents introduce themselves. Tell their names and children's names. Volunteer describe the workshops and their purpose. Parents are first, longest and most influential teachers.

What do you Teach? Values, language, time, history , personal worth etc.
Why you are so important.
How do Children Learn? copy, trial and error
Encouragement: importance and how to do it
Independence: Helping children learn for themselves means letting them make mistakes. Let them try to cut and color and paste. (Use washable supplies!)

SHOW VIDEO; Reading Rainbow Overview Tape 1. Play through counter #500 or up to the section about social and emotional development (through alphabet readiness section). Let adults respond to the tape with comments.

Your Child can prepare for reading before he or she can read:

1. Nursery Rhymes
2. Songs, finger plays
3. Letter Sounds and shapes
4. Visual Discrimination: Where's Waldo, Lowly Worm in Richard Scary
5. Asking and answering questions (importance and how to do it)
6. Sequencing Ideas (show how to use sequencing cards, show how it can be done with books, comics, TV, ads, etc. Show how to use ones with fairy tales)
7. Using Wordless Books show how to make one (craft for the day) Importance of reading with the child - Good Dog Carl needs explaining that dogs don't really baby-sit. Choosing books which are age appropriate.
8. Reading to Children is the single most important thing parents can do with their children to build language skills, thinking skills and reading skills.

Describe how to use the Reading Record and explain that after a family group attends three workshops they will receive a free book. Indicate other incentives. Describe how circulating library works (make take 3 books a week on signature only) Point out handouts in folder and ask adults to bring folder and reading record each week. Activities in folder are for follow-up from the workshop - ideas to use with children through the week.

REJOIN CHILDREN (see activity following children's section)

CHILDREN

Objectives: 1. Learn Names using a sorting game
2. Learn that stories have beginnings, middles and ends using sequencing cards.
3. With a felt story book, let children make up stories to go with the farm or animal book pages.

Sorting Games: Sort group by size, hair color, male-female
Use flannel board to sort animals, Talk about what makes them the same and different. Think of something so that next week they will remember names.

Sequencing Cards Children's volunteer divide group of children into smaller groups by ages. Each volunteer use groups of prepared sequencing cards to talk about what comes first, second and third in the story. Talk about the beginning , middle and end of a story. Play with Story sequencing cards: Volunteer show cards ask children to sort the story out so it makes sense. What is happening on the cards? Tell a story about the set of cards.

Felt Book Show the felt story book about the farm or about animals to the whole group. Divide up pages so that the children can make up their own stories about the pages and tell the others in the group about the story.

Group Story Using a long piece of shelf paper, and cut up greeting cards. Let children choose pictures they like and try to make a story board. When they decide what should come at the beginning, middle and end, let them glue them on in sequence. Volunteers should write what children say about the picture story on the top of the shelf paper. When parents and children join together, a volunteer can tell the story or let the children help if they are able.

REJOIN PARENTS

TOGETHER:

Objectives: 1. Reinforce sequencing of a story
2. practice behaviors which have been taught
3. Children have story telling experience
4. Having fun together while learning

Leader: Stories are a way of sorting ideas. The children made a story with greeting cards. They will tell us the story now. Children and/or volunteers will tell their story pointing out the beginning, middle and end.

Together the parents and children will make a wordless book to read together. Parents remember to let you children do as much of the project as possible.

Parents show children how to make a wordless book ;
Choose a topic
Find Pictures in magazines
Cut and Paste them in the order of the story - discuss this as you go
Make a title and author page from colored paper
Children "Read" the story to adults and/or to the whole group
Make the wordless book the first in the child's My Book folder

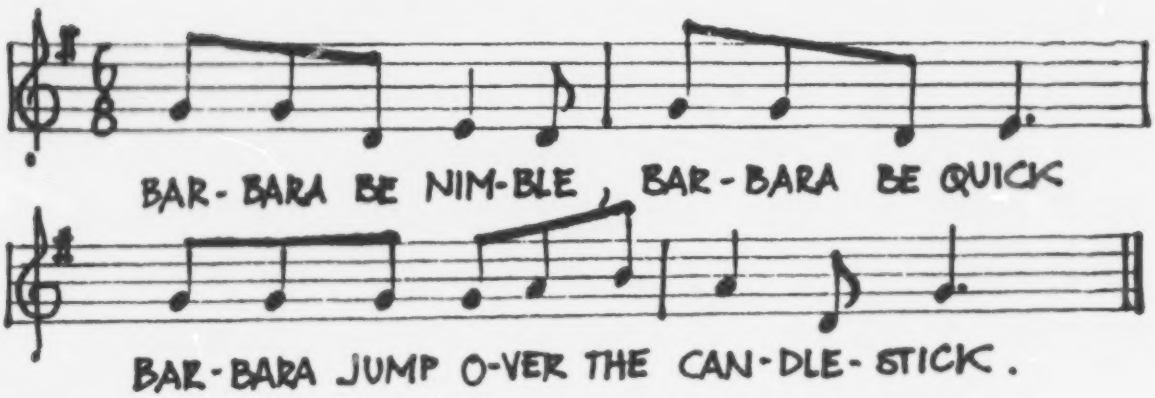
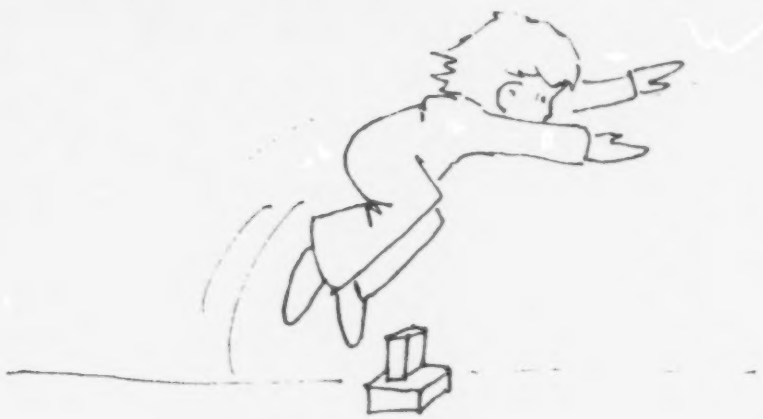
Finish with the telling of a folk tale or nursery rhyme. (Sing Eeensy, Weensy Spider or Hickory, Dickory Dock Ask what happened first, second and third)

During the Learning Together portion, the volunteers help where needed, getting supplies, demonstrating and encouraging - modeling speaking, and encouraging behaviors.

Jack Be Nimble

(Can Be a Chant or a Song)

Ages: 3–5 years

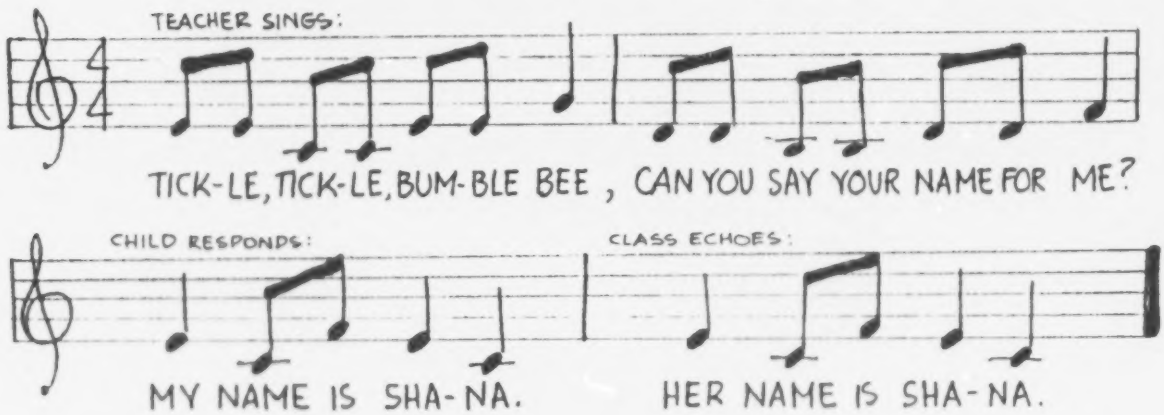
Directions: As the song is sung and repeated quickly around the circle, each child gets a turn jumping over the candlestick (a block or real unlit candle). Use each child's name instead of Jack. Tell the child to pretend her feet are tied or glued together.



Comments: You can get a lot of turns in, in a short time. As you go around the circle, there is pleasant anticipation as each child waits for a turn. They know who's coming next and can get ready. For a variation, each child can pick the next one to have a turn.

Tune: Skip to My Lou

Tickle, Tickle, Bumble Bee

Ages: 2–4 years

Directions: The children sit in a circle. The teacher kneels beside each child in turn, tickles him or her on the arm *very* gently, and sings the question below. The child, and then the class, answer.

TEACHER SINGS:
TICK-LE, TICK-LE, BUM-BLE BEE, CAN YOU SAY YOUR NAME FOR ME?
CHILD RESPONDS:
CLASS ECHOES:
MY NAME IS SHA-NA.
HER NAME IS SHA-NA.

Comments: If a child is too shy to sing a response, it is fine if she just speaks her name (or even whispers it).

In order to get around the circle quickly, each verse should follow immediately after the previous one.

This song provides an opportunity for the group to focus attention briefly on each child.

Ready to Use Activities for Before and After School Programs NY 1121

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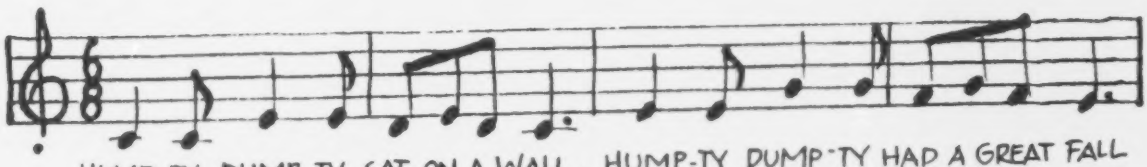
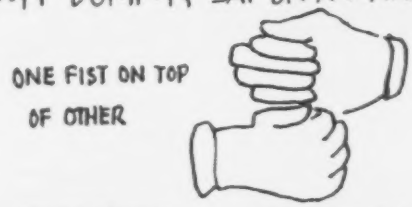
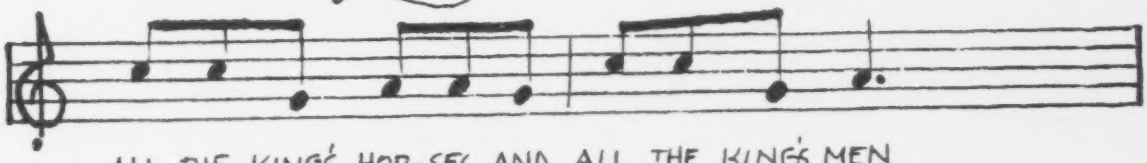
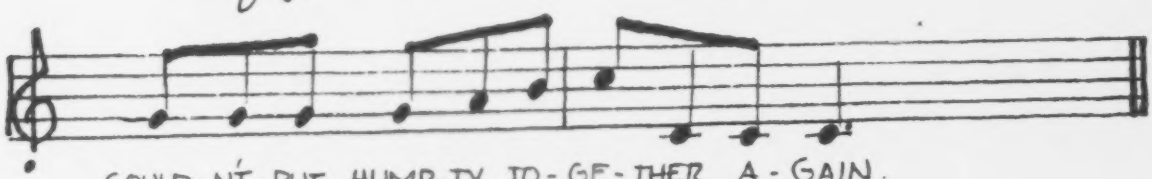
Humpty Dumpty

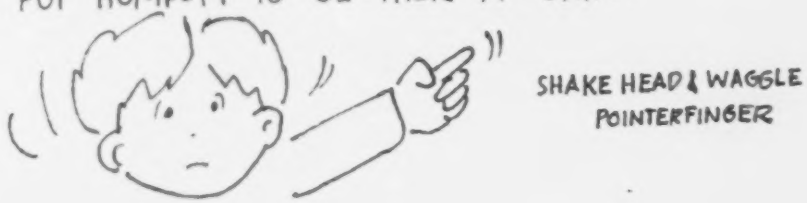
Ages: 2–4 years

Directions: This little game can be a fingergame or a fingergame-song. Motions follow below:









Comments: Ask the children why we use four fingers to represent the horses and two fingers to represent the men; and why they couldn't put Humpty-Dumpty, the egg, back together again.

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THE EENSY WEENSY SPIDER

* To Play: Place your right thumb on left forefinger, left thumb on right forefinger. Then swivel fingers alternately in a walking motion as the spider goes up the spout. Move hands up and down for rain. When the sun comes out, make a circle with thumbs and forefingers and raise it slowly in the rhythm of the song. Then begin walking with fingers again.

The eensy weensy spider went up the water spout.
Down came the rain and washed the spider out.

Out came the sun and dried up all the rain.
And the eensy weensy spider went up the spout again.

LONDON BRIDGE

London Bridge is falling down, falling down falling down
London Bridge is falling down My Fair Lady.

Build it up with wood and stone, wood and stone,wood and stone.
Build it up with wood and stone. My Fair Lady.

Take her to the J.A.I.L, J.A.I.L, J.A.I.L.
Take her to the J.A.I.L. My Fair Lady.

Take the keys and lock her up, lock her up.
Take the keys and lock her up. My Fair Lady.

HICKORY DICKORY DOCK

* How to Play: Using you first two fingers like a pair of legs, walk up the child's arm. At "the clock struck one," give the child one kiss,as noisy as possible. Then let the fingers run away down the same arm.

Hickory dickory dock. The mouse ran up the clock.
The clock struck one, and down he ran. Hickory dickory dock.

What Shall We Do When We All Go Out? (Tune: Ten Little Indians)

What shall we do when we all go out, (Shrug shoulders)
What shall we do when we all go out,
What shall we do when we all go out,
All go out to play?

We shall play with a jumping rope, etc. (Pretend to jump rope)
When we all go out to play.

We shall play with a spinning top, etc. (Turn around in place)

We shall ride on our tricycle, etc. (Pedal with hands)

We shall play with our ball and bat, etc. (Pretend to throw up baseball and bat it)

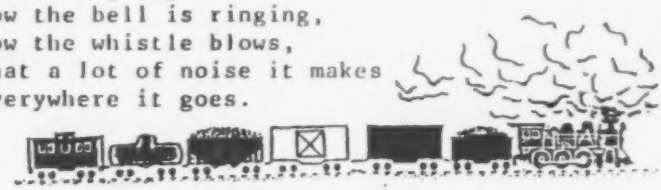
We shall play with our baby dolls, etc. (Rock imaginary baby in crook of arm)

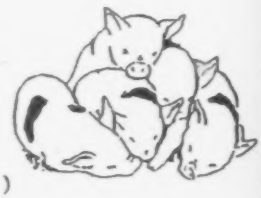
Kitty, Kitty

Kitty, kitty, kitty, kitty, (Extend one hand, palm up, fingers loosely curles)
All my little ones so pretty
You, and you, and you, and you, (Point to children)
Let me hear how you can mew.
Mew, mew, mew, mew. (Children mew)
Kitty, kitty, kitty, kitty,
All my little ones so pretty.
Curl up close now, just like that, (Curl finger around thumb)
"Go to sleep," says mother cat, (Close eyes)
"Sleep till someone calls out SCAT!"

Choo-Choo-Train

This is a choo-choo-train (Bend arms at elbows)
Puffing down the track. (Rotate forearms in rhythm)
Now it's going forward, (Push arms back; continue rotating motion)
Now it's going back. (Pull arms back; continue rotating motion)
Now the bell is ringing, (Pull bell cord with closed fist)
Now the whistle blows, (Hold fist near mouth and blow)
What a lot of noise it makes (Cover ears with hands)
Everywhere it goes. (Stretch out arms)





Eight Pigs

Two mother pigs lived in a pen. (Thumbs)
Each had four babies and that made ten. (Fingers of both hands)
These four babies were black and white. (Fingers of one hand)
These four babies were black as night. (Fingers of the other hand)
All eight babies loved to play. (Wiggle fingers)
And they rolled and they rolled in the mud all day. (Roll hands)

Frogs, Frogs, Frogs

Big green frog hopped right on by, (First two fingers of right hand, hop up left arm)

Little green frog stretched his legs up high, (Raise arms up high, and stretch fingers up)
Brave green frog swam way down deep, (Make swimming motions with hands)
Spotted green frog fell asleep. (Put hands beside face and pretend to sleep)
Tiny little frog cried, "I want to get cool!" (Fan yourself as if you're hot)
So he hopped downstream to the froggie pool. (Cup hands slightly and make quick hopping motions)

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Two Little Friends

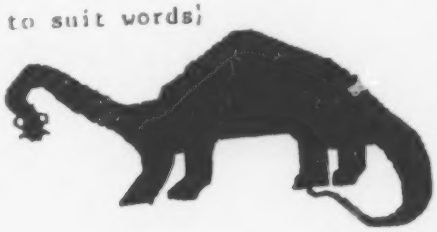
Two little friends are better than one,
And three are better than two;
And four are much better still.
Just think!
What four little friends can do.

(Hold up two fingers of right hand - one of left)
(Three fingers of left hand - two of right)
(Hold up four fingers of right hand)

The Dinosaur Stomp

(Motions to suit words)

If you want to be a dinosaur, now's your chance,
'Cause everybody's doing the dinosaur dance.
Just stamp your feet, wave your arms around,
Stretch 'em up, stretch 'em up, then put them on the ground.
'Cause you're doing the dinosaur stomp.
Ooh-Ah-Ooh-Ah-Ooh-Ah-Ooh-Ah!
Ooh-Ah-Ooh-Ah-Ooh-Ah-Ooh-Ah!



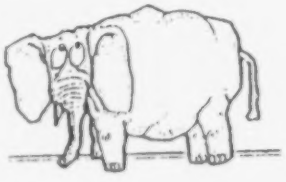
Here's a Ball for Baby

Here's a ball for baby
Big and soft and round.
Here is baby's hammer,
See how he can pound.
Here is baby's music,
Clapping, clapping, so.
Here are baby's soldiers,
Standing in a row.
Here is an umbrella
To keep our baby dry.
And here is baby's cradle,
To rock-a-baby-bye.

(Make a ball with cupped hands)
(Hammer one fist into other palm)
(Clap hands)
(Hold fingers up straight)
(Hold hands above head)
(Fold arms together and rock them)

Elephant

(Suit actions to fit words)



Right foot, left foot, see me go.
I am gray and big and slow.
I come walking down the street
With my trunk and four big feet.

A House

I will make a little house,

Where two playmates come to hide.
When I peep in at the door
Then they quickly run outside.

(Hold hands upright with tips of fingers touching to form arch.)
(Slide thumbs under arch.)
(Bend hands to look through arch.)
(Slide thumbs out quickly.)

Five Little Mice

Five little mice came out to play,
Gathering crumbs along the way.

Out comes a pussy cat,
Slick and fat.
Four little mice
Went scampering back.

(Fingers of right hand run forward)
(Fingers stop once in a while, then continue to move)
(Close three middle fingers of left hand and raise thumb and little finger for ears)
(Tuck thumb of right hand under and let other four fingers run back)

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Fringe Cutting

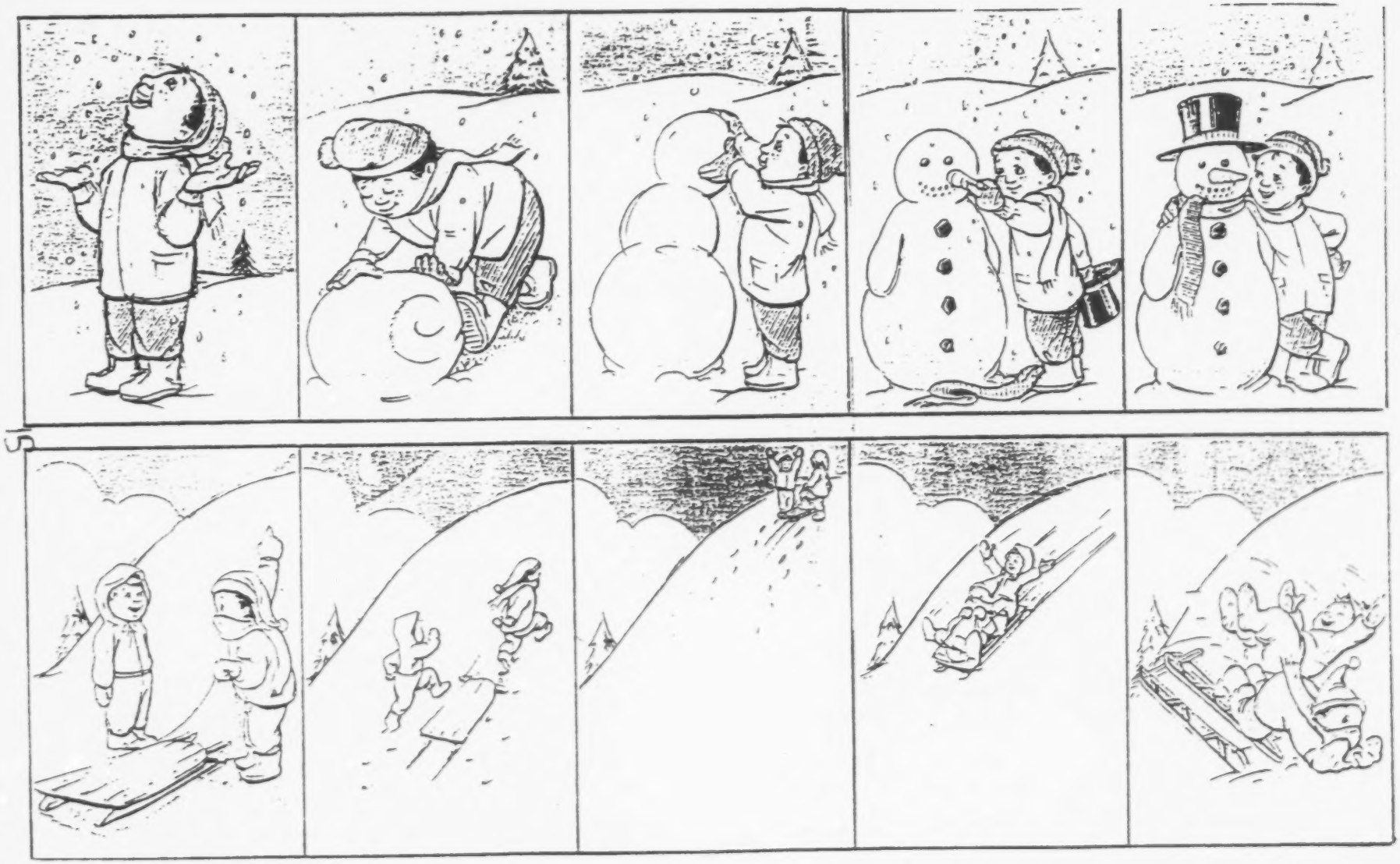
Ages: 3 and 4 years

Materials & Equipment: Scissors with blunt tips
Paper: colored paper scraps, newspaper, newsprint, paper bags

Comments: Children who are learning to use scissors often become fascinated with cutting fringe, and will stay with the activity for a long time. Meanwhile the muscles of the hand are exercised and cutting skills are developed.

Directions: Give children paper that has some body at first. The teacher can draw a few lines on the edge of the paper to get children started, or better, demonstrate. The paper does not have to have a straight edge.

Children can glue some of their fringe frills onto contrasting paper, and create a fringe collage.



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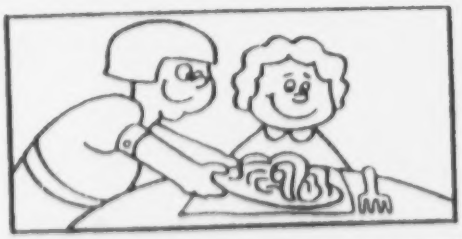

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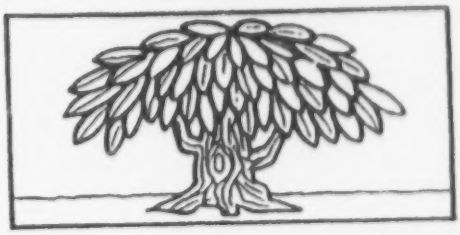

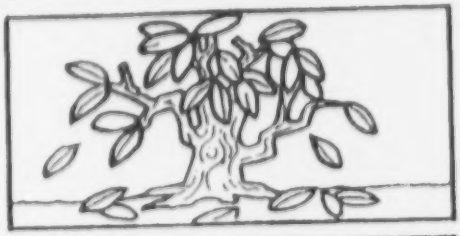

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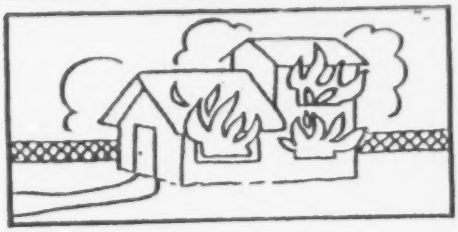

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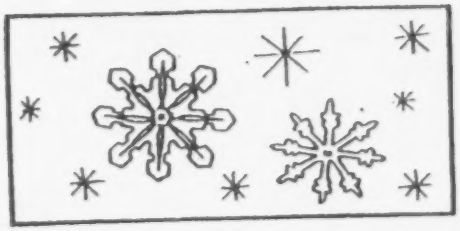

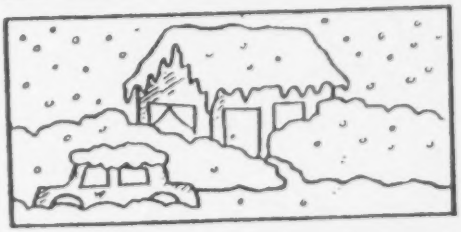

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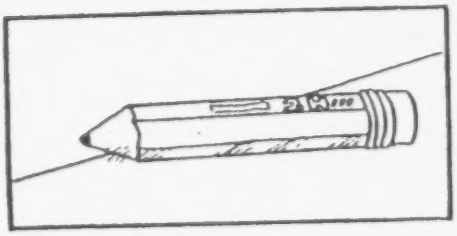

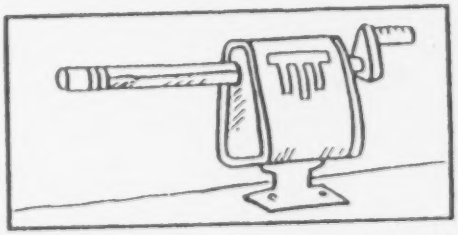

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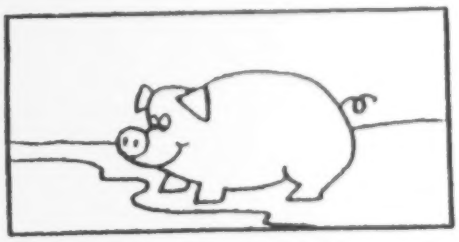

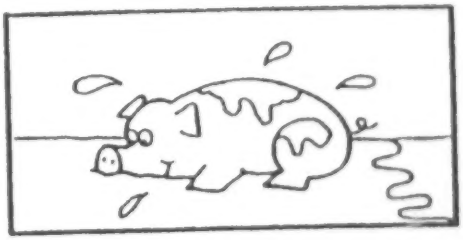

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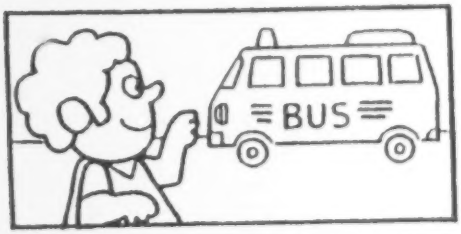

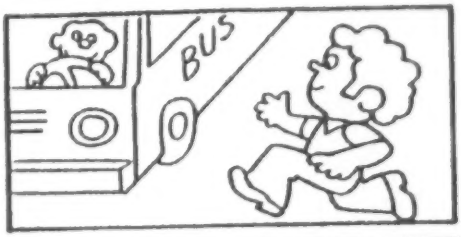

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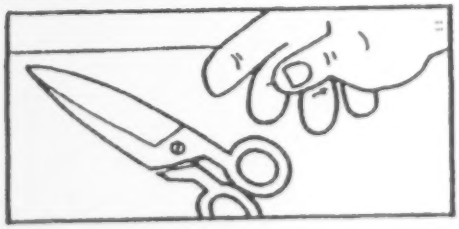

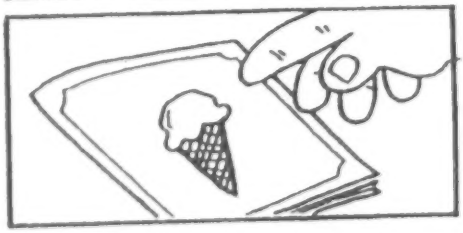

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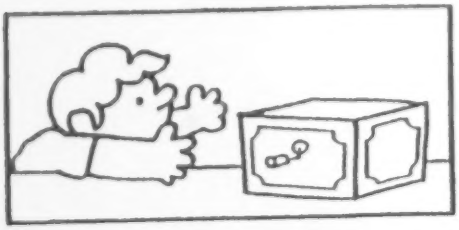

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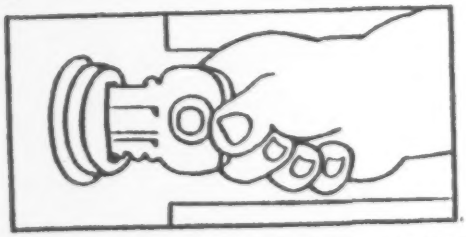

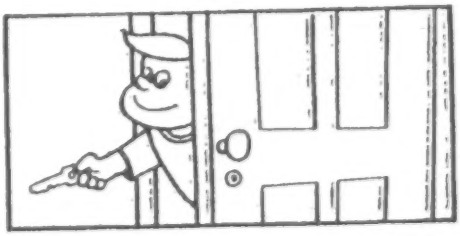

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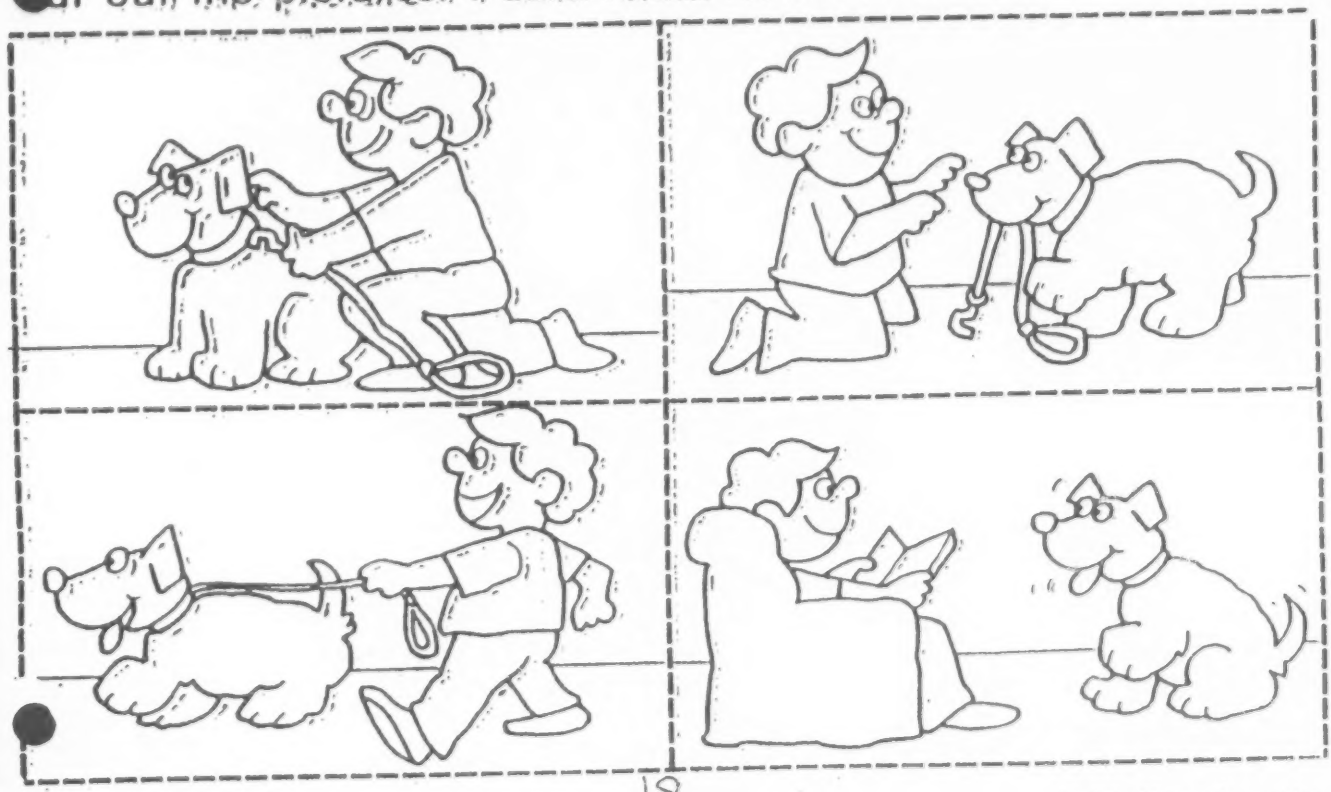

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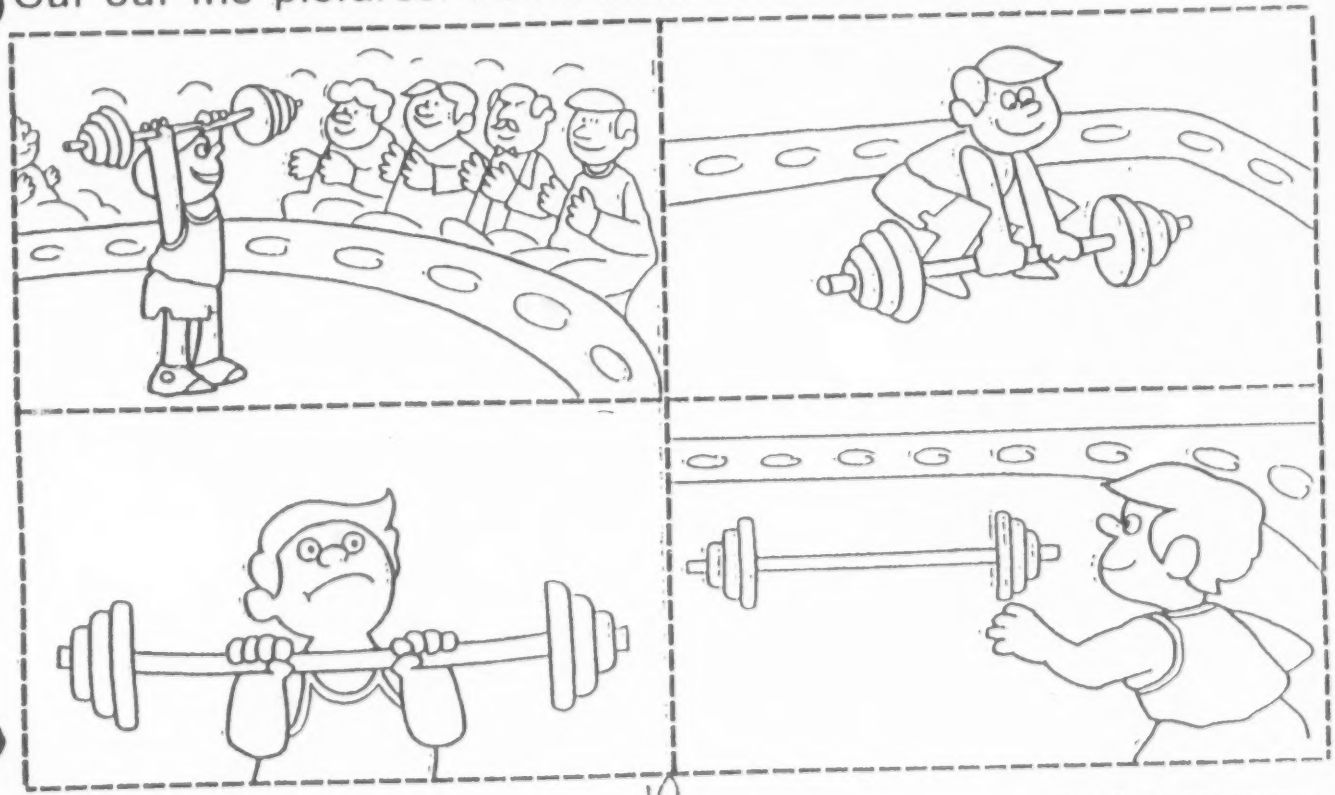

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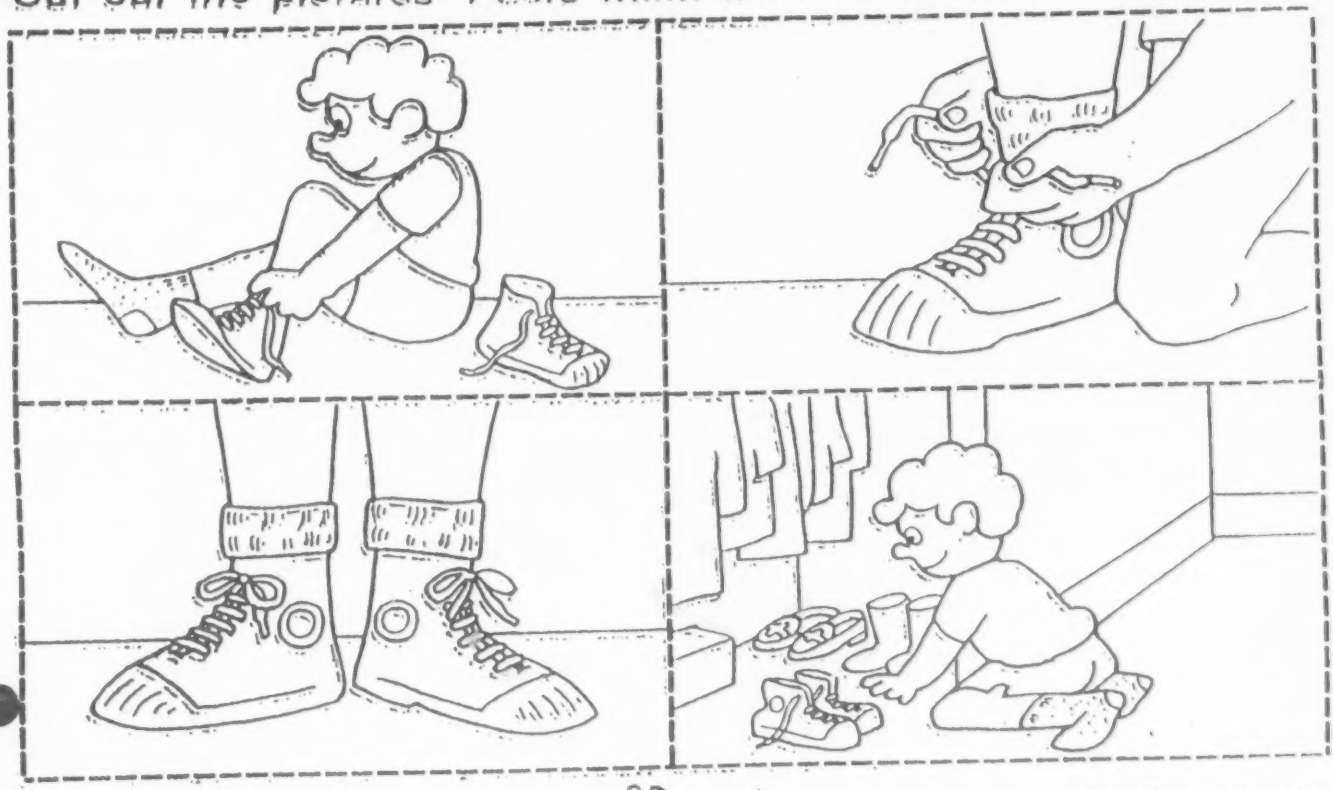

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WEEK II What Should My Child Be Doing Now? SHAPES AND COLORS

Goal: Understand the developmental stages of children ages 1 -5
Enhance parents and care givers understanding of how they build skills in children.

When families arrive have toys, felt boards, visual discrimination games or shapes available for them to play with.

Together: Leader Read: A Chair for Peter or A Snowy Day by Esra Jack Keats
or No Nap for Benjamin Badger
Talk about the story, what the children are doing, What was at the beginning, middle and end.
Have volunteers take children to children's areas.

PARENTS PROGRAM:
Objective: A. Learn general developmental stages and age appropriate activities
Leader: Children develop at different rates
Indicate what children do when, ask people when children learned to different things
The badger is a perfect 2 and 1/2 Peter at 3 and 5 (Hand out on development sheets)
What activities are age appropriate
Be an advocate for your child on all levels, you are the expert. Take time to observe your child and find out what he or she can do and likes to do. Let them experiment in a safe environment.

Objective:A. Gain knowledge about choosing books that will interest children at different ages.
B. Develop ways to interest children in listening to stories
View Video: Read to Me, follow with discussion about the good things about reading together.
C. Learn how to make today's craft.
VOLUNTEER:
BOOK SELECTION: Types of books, how to present at different stages, importance of a quiet time together. Give out sheets describing steps to reading with children. Give school readiness sheets, answer questions about the sheets.

1. What schools expect your children to be able to do when they come to school Shapes and colors are part of what they have to know. Talk about how they can practice while shopping or traveling, how this is part of pre-reading skills. Give out papers
2. How to make refrigerator magnets
3. How to make matching dominoes from 3 x 5 cards.
4. How to make shape and color sorter from an egg carton (see attached pattern) Let parent select craft to do with child.
5. Shape puzzles from greeting cards or cereal boxes

QUESTIONS from parents on how to do this, give ways to encourage child and how to let child do it him or herself. Things do not need to be perfect - Child needs experience

CHILDREN' S PROGRAM

Goal: Introduce shapes and colors to children

Objectives:

A. Learn basic shapes: Square, Circle, Triangle and Rectangle
B. Learn or review primary and secondary colors.

VOLUNTEERS read Fishy Shape and /or Fishy Color book
Use Color and Shape Chart to describe and review shapes and colors

Bean Bag Toss with shape bean bags into box with shapes cut into the sides of box
Foam Shapes: Using the audio tape, play the songs about shapes, Have children act out the activities using the shapes (Shapes in Action) Form shapes with other children (be a square, circle or triangle)

Colors: Using Flannel Board and felt birds, go over colors,
have children experiment with mixing colors using crayons and makers on paper.
Monster Audio Tape Use" Monster Color Game" with children. See following pages for words to songs, games and dances.
"Story of Colors" by Rita Shotwell, see following pages

TOGETHER:

Objectives:

A. Go over the activity sheets from week past give special stickers and Incentive gifts.
B. Make shape and color refrigerator magnets
C. Practice fine motor skills(trace and cut)
D. Make shape puzzles out of greeting cards or cereal boxes.

Parents show children how to trace, cut and make magnets, practice name, of shapes and colors with them. Decorate magnets
Make and use dominoes for shapes, colors, numbers
Make egg carton sorter for shapes and colors.
. **ALL VOLUNTEERS ASSIST WHERE NEEDED** help parents encourage and demonstrate, not do, for children

To finish : Read : Color Box have children identify shapes and colors.

Story of Colors

Rita Shotwell

Ages: 3–6 years

Benefits: Auditory skills
Following simple directions
Concentration skills
Group cooperation

Materials: Blue, red, green, and yellow construction paper, divided evenly among students.

Directions: Give each student a piece of colored construction paper. Keep each color group together.

Ask all the students with the blue paper to raise their hands, do this with each color to make sure they know what color they have.

Tell them you are going to tell a story and that they have to listen closely so as to follow the directions for each color.

Story:

As I was walking down the street, the color *BLUE* I saw. *Stand up BLUE* and *take a bow*, then *wave to us* one and all. *Sit down BLUE*, you had your turn,

now look at the color *RED*. *Stand up RED* and *pat your head, turn around* and *sit down*.

Along the way I saw some *GREEN*, as pretty as *GREEN* could be. *Stand up GREEN* and *jump for me. Jump* and *jump* and *touch the ground*, now you may *sit down*.

Look, I see the color *YELLOW! Stand up YELLOW* and *stretch up high. Up on your toes*, try to *reach the sky. Sit down YELLOW*, this is almost the end.

All stand up and *wiggle with your friends. Shake* and *shake* and *shake* real fast. Now it's time to rest at last!

Sit down BLUE, then *YELLOW*, then *GREEN* and *RED: Bow your heads* and go to bed.

Comments: Tell the story four times. Keep changing the colors for the children so they will have a new color and new directions to listen for each time.

For older children, make the directions harder and/or add more colors.

• MATH/SCIENCE STARTERS

SEPTEMBER WALKS

TAKE ADVANTAGE OF THE WEATHER AND EXPLORE YOUR NEIGHBORHOOD AS YOU WALK AROUND YOUR SCHOOL, THE BLOCK, TO THE PARK, MAILBOX, OR LOCAL STORE.

SPECIAL COLOR WALK

Put a colored circle on the back of each child's hand before the walk. As you're walking have her look for her special color. When you return talk about the colors you saw in your neighborhood. Make a list of them and add a colored sticker next to each color word.

PICTURE WALK

Cut out 4 or 5 large, simple magazine pictures of things you'll see in your neighborhood - stores, stop signs, cars, mailboxes, stones, etc. Glue each picture to a piece of cardboard. Before going on your walk show one picture to the children. Talk about it. Take it with you. Each time a child sees the real object have her point to it. Compare the real object to the picture of it. Keep track of how many you see.

MOVEMENT WALK

As you're walking look for everything that moves - crawling ants, blowing leaves, flying birds, floating clouds, walking people, driving cars, and so on.

SAME AND DIFFERENT WALK

Pick a category of something that you'll see on your walk such as flowers, fences, doors, signs, etc. Whenever someone sees one she points it out. Is it the same or different than others you've seen? How?

SAFETY WALK

Talk with the children about safety while walking. When you take your walk, look for safety signs and obey them. Practice all of the safety rules you discussed, such as: stay with an adult, stay away from cars, and look all ways before crossing.

LOOK CAREFULLY WALK

Before going on your walk let everyone make paper towel roll telescopes. Wear them around their necks. Stop along the way and have the children use their telescopes to look up in the sky, search the branches of trees, look far down the sidewalk, or find something across the parking lot. Always talk about what they see.

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TO ENTER KINDERGARTEN

Your Child Needs to be able to:

- know his name, address, telephone number
- be able to say the alphabet
- print her name using Upper and lower case letters
- tie shoes, button and zip clothes
- know basic colors (red, yellow, blue, green, orange, purple, black and white) and basic shapes (circle, square, triangle, rectangle)
- know and understand numbers 1 - 10.

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1. Talk with your children as you play, go shopping, or work around the house. Listen to what they say. Ask questions. When you talk to your children, you are helping them learn to use words.

2. Read to your children. Try to read to them at the same time every day. Bedtime or before a nap is a good time. Let *them* choose the story.

3. Let your children see you read. That is the best way to show them that you think reading is important, and that you enjoy it, too.

4. Ask older children to read to younger ones. The older children will be proud of their skills. The younger children will want to read like their older brothers, sisters, or friends.

5. Go to the library together. Ask a librarian for help in finding books your children will enjoy. If you don't have a library card, ask for one. With a card, your family can borrow books.

6. Give your children books about their special interests. Do they like animals, sports, or magic? Surprise them with books or magazines about their favorite interests or activities.

7. Keep books, magazines, and newspapers around your home so you and your children will always have something to read. Read aloud other things you see during the day. Read street signs, milk cartons, cereal boxes, and signs in store windows.

8. Plan outings for your children. Children learn from what they see and do. Take them to a park or a parade, or just out for a walk. Church and community groups also plan trips that your family might want to go on.

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9. Say rhymes, raps, and poetry, and sing songs. Rhymes and songs are easy for kids to remember, so they can say them and sing them along with the rest of the family. Rhymes also help them learn letter sounds.

10. Tell stories about your family, and stories you enjoyed hearing when you were a child. Ask grandparents and other family members to tell stories, too. Write down some of these stories, and also ones your children tell. Save them to read aloud at another time.

Reading is Fundamental—RIF—is a national non-profit organization that gets children to read. Founded in 1966, RIF works through local programs in thousands of communities throughout the U.S. RIF's series of Parent Guide brochures is designed to help parents encourage reading in the home.

For more information, write to:
RIF
P.O. Box 23444
Washington, D.C. 20026

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Helping your children become readers

READING IS FUNDAMENTAL

When you open a book with your children, you are opening the world for them.

You are making them think and wonder, and want to know more. You are helping them to do well in school, and someday find a good job. Best of all, you are enjoying time together as a family.

Here are ways to interest your little ones in books, and help them learn skills that will lead to reading

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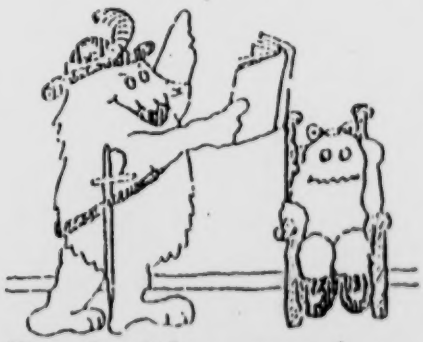
Reading Aloud To Young Children

Pick a regular time for reading every day.

Choose a time with no interruptions from television or telephones.

Find a place that's quiet and cozy.

Make sure your child can see the pictures and words.



Read with expression, but not too dramatically.

Have fun reading to your child!

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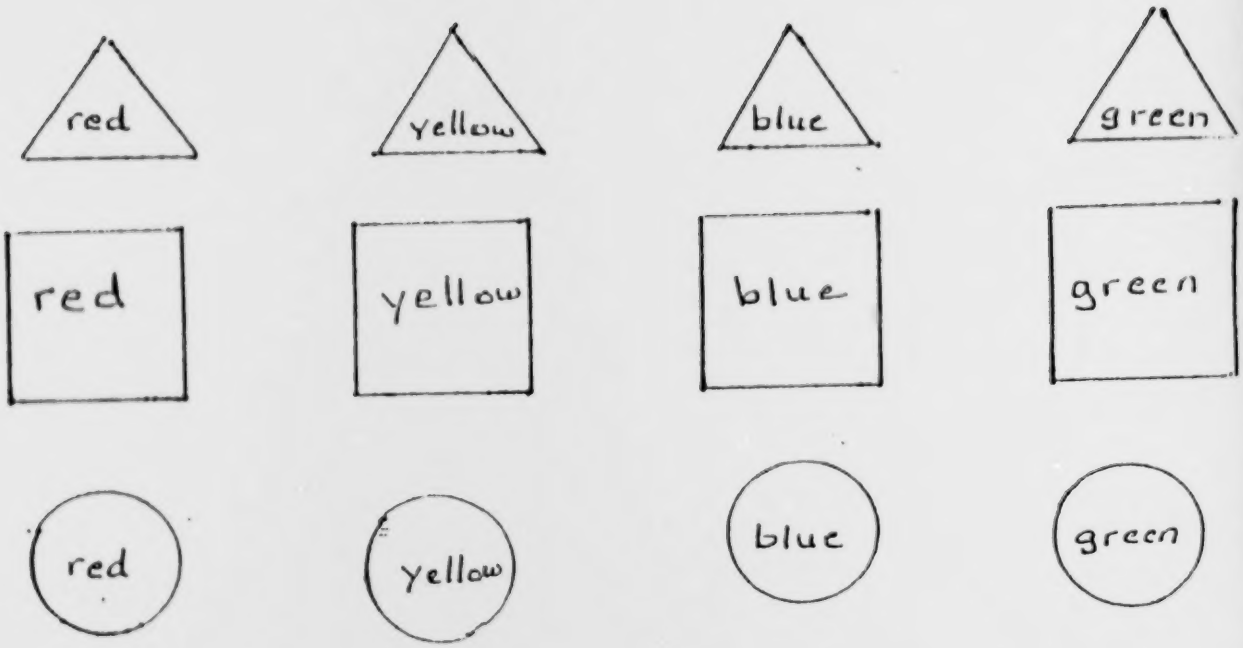

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Before I can learn to READ

I need to know:

- what a book is
- that it contains words and pictures
- that these words are what is read
- that a book has a beginning and end — a back and front
- I may begin to understand that reading (and writing) is done from left to right, top to bottom, and that each printed word represents one spoken word
- I need to learn to love and care for books in order to want to read
- I may not learn all these Pre-Reading skills before I am five, but I will learn some of them.
- Books are enjoyable — I can find out such a lot of things
- My language and listening skills grow with lots of stories, poems, singing, puppets, games and music.

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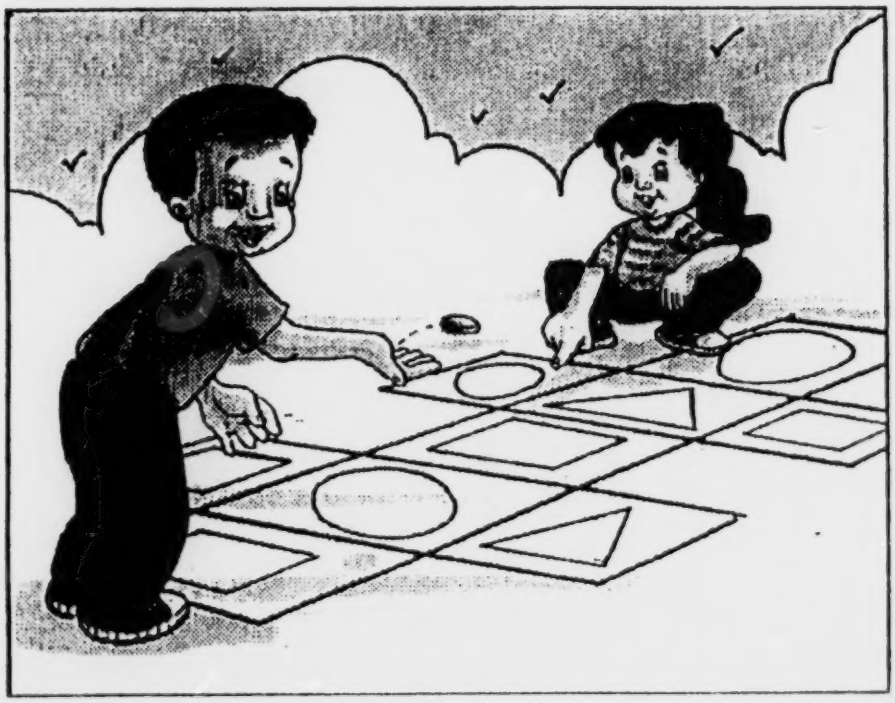
SHAPE HOPSCOTCH

Using chalk, draw a hopscotch grid. In each section of the grid draw a large shape. Have a player toss a stone to one of the shapes, name it, and then hop to it. Continue with other players.



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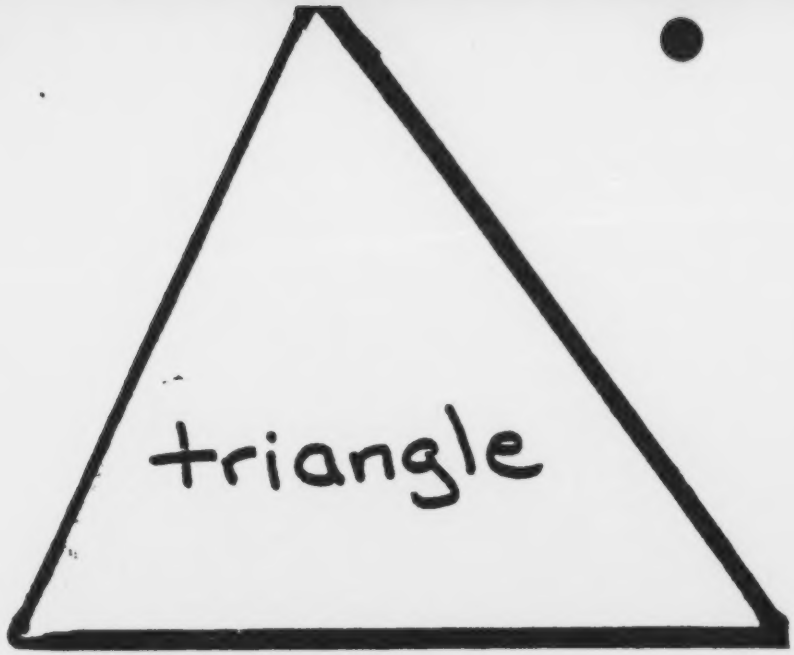
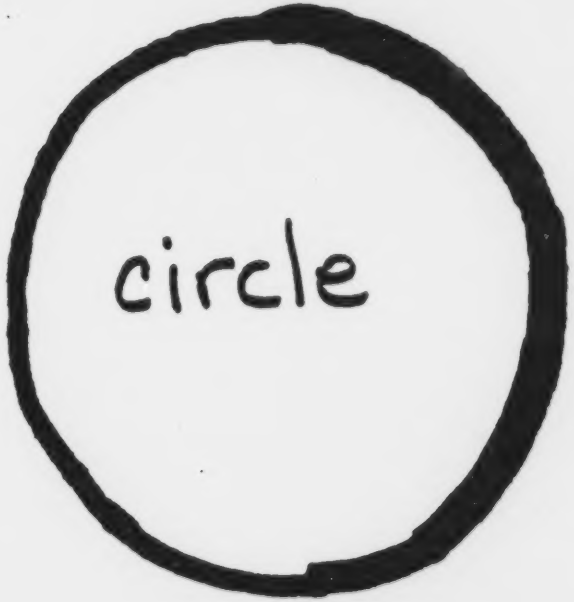
rectangle


triangle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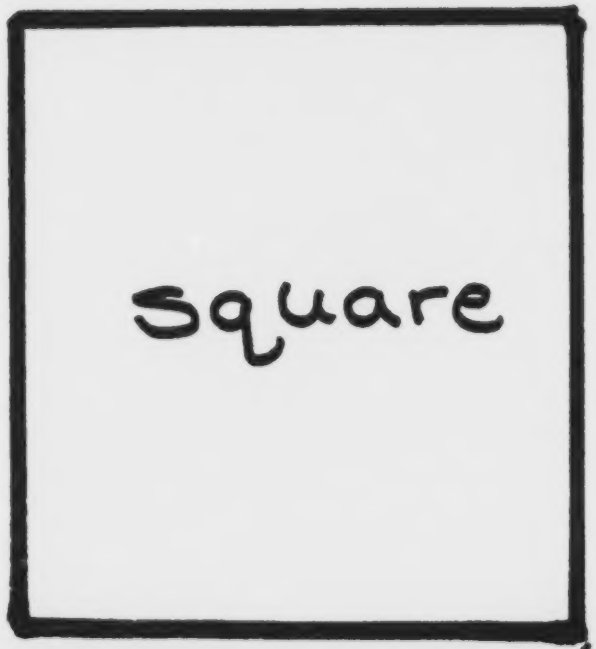
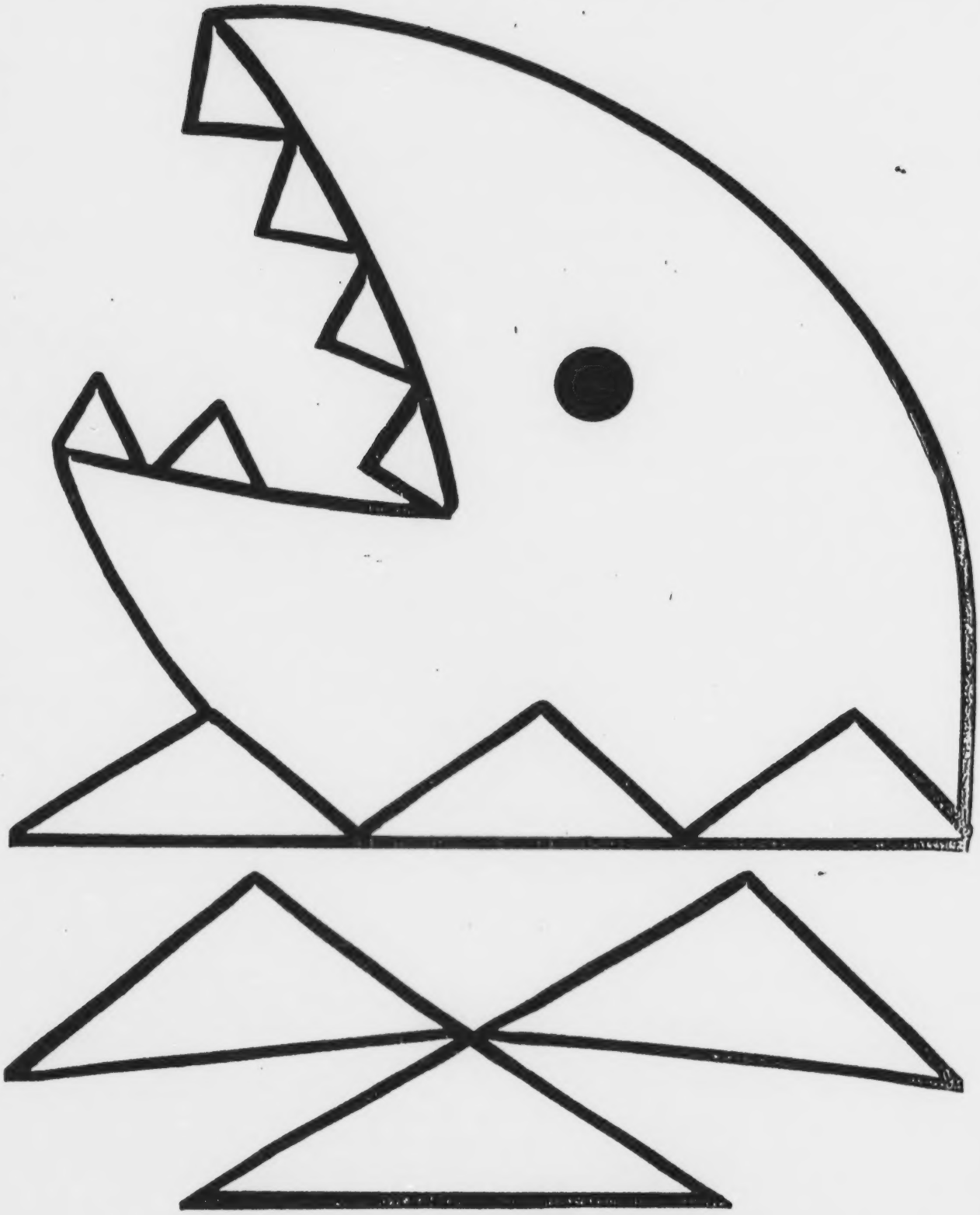
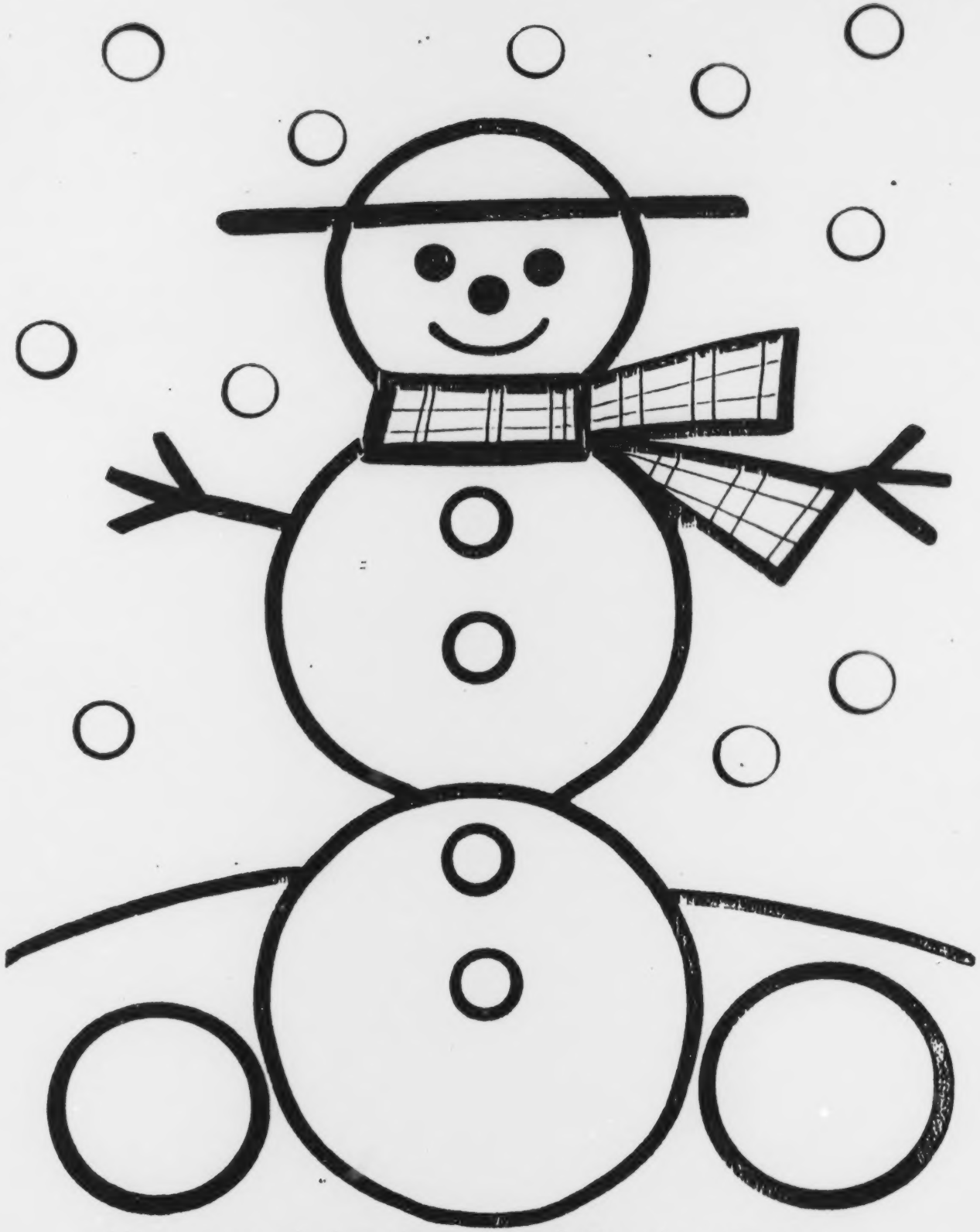
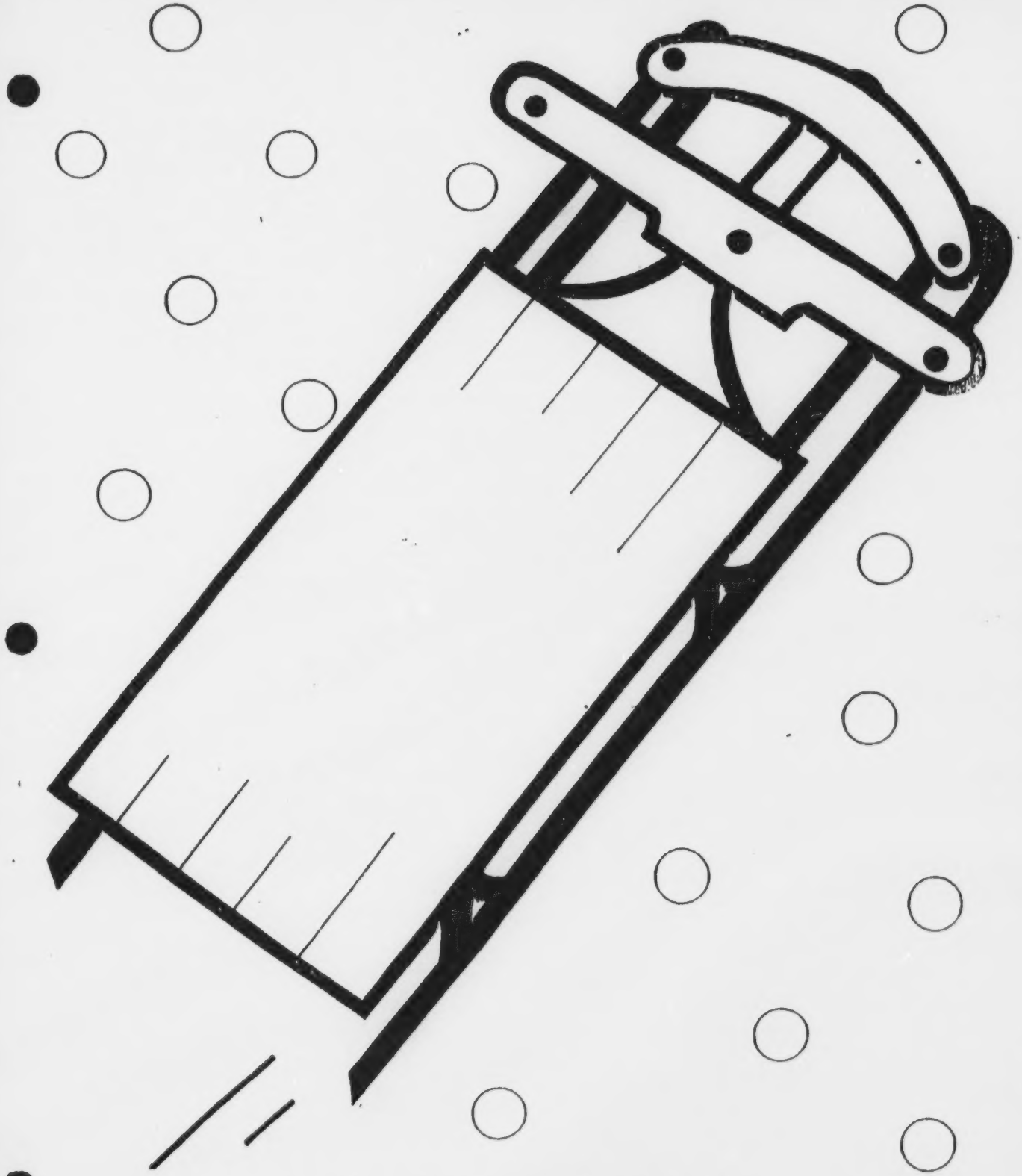

square



There are six little **triangles** in this shark's sharp bite . . .



How many **circles** do you see? Count every one —
there are twenty-three.



A **rectangle** for a sled — color it
a nice bright red!

WEEK III Puppets, Listening and Talking

Goal: Adults will understand the importance of listening to and talking with children in order to develop language acquisition skills in children

Objectives:
- Adults Practice listening to and talking with children
- Children practice talking with and listening to adults
- Understand that there are many ways of communicating that adults must be aware of in order to communicate effectively with children

Read: The Listening Walk
Talk about the sounds they hear. Practice listening together- What do you Hear? When you listen you have to be quiet . Let's pretend we're quiet little mice and find out what we can hear when we are quiet as mice.

Leader: You are good listeners! What do we use to listen with? (EARS) We also listen with our feelings. Now we have a **PUPPET SHOW** with a visit from a happy heart.

HAPPY HEART SHOW

VOLUNTEERS: One is the narrator and one the happy heart, script shows how to give happy messages to each other. (See Attached Script modify it, If given other than Valentine's Day)

CHILDREN'S ACTIVITY

VOLUNTEERS: Lead children off to one side of the room to do some or all of the activities Read Little Beaver and the Echo. Ask questions about what is happening in the story as they read it. Introduce the hand puppets that the children will use to act out the story.

Older children: Volunteer reread or retell Little Beaver story while children act out the story using the hand puppets, add new friends so all can take part.

Younger Children: play with puppets, listen to older children retell the story

PARENT'S ACTIVITY

Leader: Lead discussion of listening, How to hear what isn't being said, what does it mean when the child won't participate, interrupts phone call, says I hate...
Importance of a quiet time: Ask about the child's day
Show video" Reading Rainbow Part 2, Oral " How to extend conversations Discuss the video ask what they do to get their children into conversations.

Briefly explain how puppets can help build speaking and listening skills, pass out directions on how to make puppets, show samples. Get ideas on what to use as a" stage" back of a chair, behind a window curtain, edge of a table, box. Bag, sock, folded paper puppets, stick puppets. Make a stage out of paper for the stick puppets (see directions attached.) Pass out directions sheets, answer questions on how to make the puppets.

CHILDREN AND PARENTS PROGRAM

CHILDREN DO LITTLE BEAVER PLAY FOR THE PARENTS

PARENTS GET CHILDREN AND CHOOSE WHICH PUPPETS THEY WILL MAKE Talk about the puppets as they work, think up how to use the puppets. Get with another family and have mini shows or do for whole group, End with coming events and LIBRARY TIME. Let families who have attended for three weeks choose free book. Collect Reading Records, pass out new ones, give incentive stickers.

Slot Puppets

Ages: 3-year-olds enjoy playing with slot puppets but will need assistance making them.
5- to 8-year-olds can make these independently.

Materials & Equipment:
Markers or crayons
Scissors
Staple gun
Construction paper
Cardboard strips or popsicle sticks

Directions: Have children draw figures of animals, people, or cars on construction paper. Cut the figures out and staple them to popsicle sticks or cardboard strips, to provide handles for holding puppets.

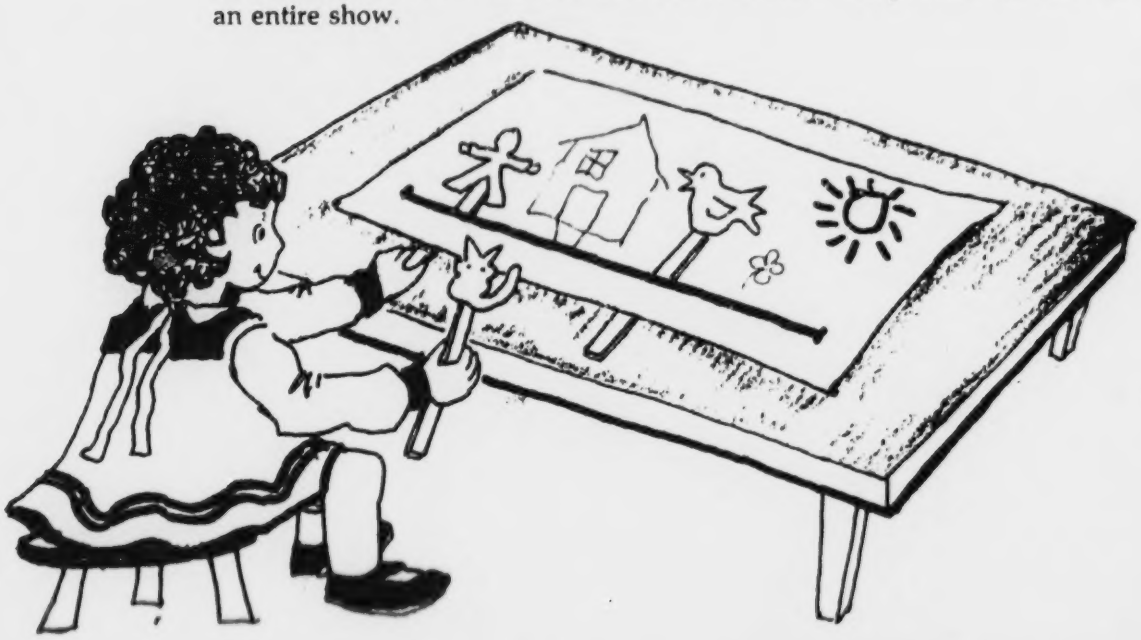
To make a stage, take a large piece of construction paper and cut a "slot," a straight line close to the bottom of the paper. Lay the stage on a flat surface and stick the handles for the puppets into the slot. The puppets can now be moved along the slot to act out a story.

Scenery may be drawn on the stage if desired.

Comments: Young children also will enjoy playing with the puppets they create, without the slot stage. Older children will enjoy making detailed background scenes for their puppet shows.

If the children seem to need directions, you can suggest making puppets to act out familiar children's stories, such as "The Three Little Pigs."

For very young children, giving the puppets a song to sing, such as "Old MacDonald" or "Did You Ever See A Lassie?" will provide the idea for an entire show.



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LEARNING LANGUAGE

arning to understand, speak, and use anguage is one of the main tasks of every child. This process begins at birth and continues on. By age 4-5 most children have a good grasp of their language and can use it rather effectively. Adults can do many things every day to help your child develop language. Keep these ideas in mind as you are with children.

1. From birth on, talk with them. Children need to hear language before they can understand, speak, and use it.

2. Expose children to a variety of sounds, such as the radio, music boxes, records, nature, and so on.

3. Be a good listener. Children need to know that you value what they are trying to communicate. Look at them as they talk, and smile every once in awhile to reassure them that you are listening.

4. Let a child finish what he is saying before you respond. This is often difficult because children need extra time to formulate their thoughts, put words to the ideas, and then speak them. Be patient. With each communication a child gains skill!

5. When talking to a child, be short and clear. Young children do not need or are they interested in long, involved conversations.

6. Use the correct pronunciations of words.

7. Language should be a very natural part of your day with children. Communicate with them in as many ways as you can:

- Read to them during rest times.
- Talk with them as you do tasks together.
- Sing with them while washing hands.
- Give them easy directions to follow.
- Play with them.
- Listen to stories on tape.

8. Take time to answer children's questions. Many days this is a real challenge; however, responding to their questions not only gives them necessary information, but also reinforces your relationship and lets them know that they are valued people.

SUN CRAYONS

Get aluminum foil muffin cups. Gather all of your old crayons from the year and have the children help you peel off the paper. Set 5-6 crayons in each muffin cup. Put all of the cups on a tray. Set the tray outside in the sun. The crayons will melt. Cover them overnight and let them harden. The next day take the foil off of the new crayons and use them on giant sheets of paper.

LOUD AND SOFT

Have the children clap loudly, now softly, now very softly. Now clap a very easy rhythm using loud/soft claps and have the children listen. For example loud-loud-loud; soft-loud; soft-soft-very soft and so on. After each clapping rhythm, you and the children clap it again. As you clap, say the rhythm. This will make it easier for the children to remember and associate words with the sounds.

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HAPPY HEART'S SECRET

NARRATOR: Does any-one know what special day is coming up next week? (Waits for someone to answer) That's right. Next Thursday is February 14th... Valentine's Day. Would you like to meet someone who just can't wait for that day to come? Her name is Happy Heart. When I count to three, I want everyone to yell, Happy, as loud as they can, okay? 1, 2, 3,
HAPPY!!!

HAPPY: (Startled, she enters and looks around, and then speaks to Lynn) MY, OH MY! Oh, Hi (name of narrator)

NARRATOR: Hi, it's good to have you here today.

HAPPY: Good to be here.

NARRATOR: Listen, have you met all the boys and girls that we have out here?

HAPPY: No, but I sure heard them.

NARRATOR: Some of them have the saddest faces on.

HAPPY: Well, why's that?

NARRATOR: I don't know. Valentine's Day is coming up next Thursday, and it's supposed to be a happy day. Maybe you could help them, Happy. I mean, you're Happy Heart.

HAPPY: Oh, yeah, I can. I've got something to share with them.

NARRATOR: You do?

HAPPY: Yeah. It's about someone all of us should love everyday of the year!

NARRATOR: Well, what is it?

HAPPY: Well, it's a secret.

NARRATOR: You have a secret to share with all of us?

HAPPY: Yeah.

NARRATOR: Well, tell us. What is it?

HAPPY: Aa-a-a-a-a-a-h. (MOUTH OPEN)

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NARRATOR: What is this? Is that the secret?

HAPPY: Yeah. Aa-a-a-a-a-a-h.

NARRATOR: Oh, I get it. (PULLS PAPER FROM MOUTH AND READS)

HAPPY: Aa-a-a-a-a-a-ah.

NARRATOR: You should OR I like you

HAPPY: Uh huh. Aa-a-a-a-a-a-a-h.

NARRATOR: Love your parents because you are

HAPPY: Uh huh. Aa-a-a-a-h.

NARRATOR: with all your heart my friend

HAPPY: Uh huh. Aa-a-a-a-a-h.

NARRATOR: Because they love you.

HAPPY: Uh huh.

NARRATOR: Well, Happy, that was a great secret, but it shouldn't be a secret.

HAPPY: Well, it's not anymore, is it?

NARRATOR: No, we should be glad to tell the special people in our lives that we love them. It gives them a warm feeling inside to know someone cares just for them.

HAPPY: Yeah, that was a load off of my mind. Bye boys and girls! (Exits)

NARRATOR: Bye. (To kids)...Thank you for coming.

THE END.

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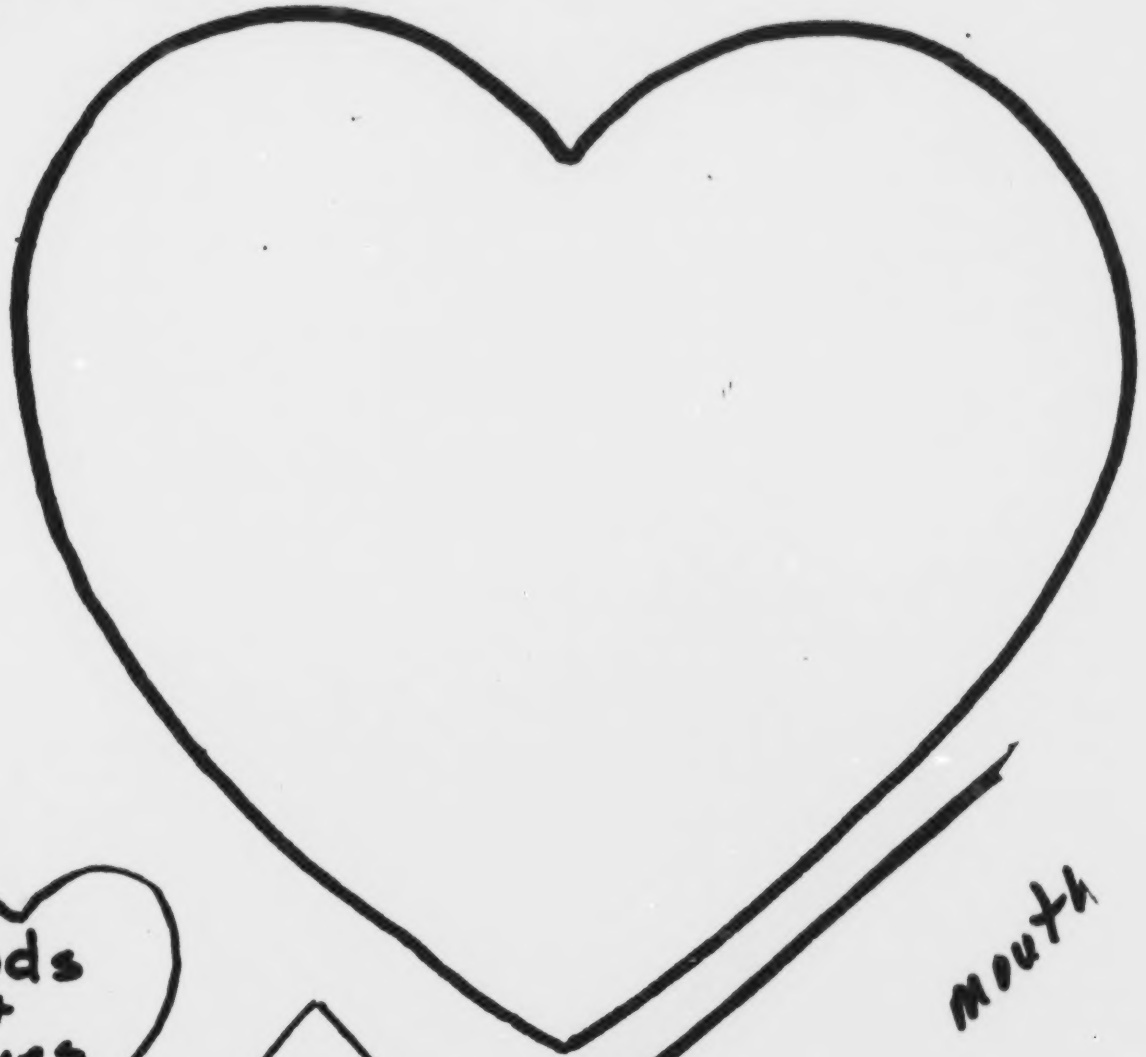
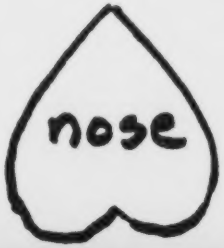
Finger Puppet Patterns

Happy Heart Puppet





Pre-Meeting Activities

• AS parents and children arrive, have Mom's help children put their names on the flannel board with the felt letters using upper and lower case letters. **VOLUNTEERS** help explain what to do and greet new parents.

• There will be different items placed on table for children to experiment with in forming letters: Rice Pan, and Play doh. Volunteers and leader assist Adults by showing them how to work with their children in the rice pan. Adult prints child's name on a paper, child "copies" it in the rice pan or by making a play doh snake and writing it on a paper with the play doh snake. Parents write the child's name with dot's, let children trace it. Finger Paint Slates made of plastic bags with finger paint inside. Use as a "disappearing slate". (see following pages)

VOLUNTEERS: Assist parents and children in forming names and letters with the materials

STORY

GOAL: Recognize the links between written, spoken and read language. See how speaking and writing help build reading skills. (What I can say, I can write. What I can write, I can read.)
Objective: • Both adults and children have time to practice the skills which are presented

VOLUNTEER: Read Monster ABC Book. Read each page and encourage children to find the monsters and repeat the sounds, point out the letter and other items on the page which start with that letter. Get children to make the sound with the monsters and rats. Play audio tape of Monster ABC"s

PARENTS PROGRAM CHILDREN GO WITH VOLUNTEERS

LANGUAGE EXPERIENCE STORIES

LEADER: Will describe language experience stories utilizing pictures. Adult or child draws picture and tells story about picture, older children-write story down for them under picture, read it back have them re-tell it or read it. Little children re-tell story if possible. Remind adults to tell children what they liked about the story. Parents try this with another adult first. Talk about the inter-relationship between spoken and written language with developing good reading and comprehension skills.

CRAFT

Leader: Explain how to make word banks from paper bags and or coffee cans or cereal containers. (Cut slit in the top, decorate as a monster who eats the new words or letter that are learned) Explain how to use these: Place to put words, colors, letters, shapes, numbers that the child knows. Take them out to review them, especially when a new one is added.

WORD FIND: Game to play when traveling or shopping, Have child look for letters, words, shapes, colors, items he or she knows.

Refer back to wordless stories, ask them to keep language experience stories with wordless so it can be read again and again.

Visual Discrimination games help children get ready to read. Playing card games like Old Maid or Go Fish helps children match numbers and symbols. Dominoes will too.

CHILDREN'S PROGRAM

OBJECTIVES:
- Introduce alphabet to children using song, writing, video.
- Build fine motor coordination through drawing and tracing
- Learn how to do a language experience story.

VOLUNTEERS:
Teach and Sing alphabet song together
Use letters and the alphabet when you sing along. Whose name begins with A? B? etc.

Use Connect the dots Alphabet papers and have children trace letters.

One volunteer should be with the youngest children so that the older children can do the activities.

Make a giant language experience story using shelf paper. Children draw what they want, tell the volunteers what is happening. Volunteers should suggest a topic for the children to write about. When children rejoining parents, they will hang their mural and each will tell about his or her part of the mural.

Show Video tape of Richard Scary's Best Alphabet Ever Video

PARENT/CHILD PROGRAM

Objectives:
- Parents work with their own children using the techniques learned in workshop
  - language experience story
  - making a word bank
- Reinforce concepts of positive feed-back to children and letting children do the activity to build skills.

Children: Show and tell their group language experience story

Volunteers: Assist where needed with very young children and in assisting parents with language experience stories and word banks.

Adults: Do language experience story with children using the picture they drew , save story for their own book folder to read at night at home.
- Show children how to do Word Monsters and make cards with words and shapes they know.

At end, let families read their language experience stories and show their word banks.

Library time select books together. Collect Reading Record give incentive stickers, books to third week attendance people.

TAKE HOME: alphabet sheet, dot -to- dot alphabet, word cards, word banks, language experience stories, play doh recipe

Remind parents that next week is flannel board workshop and week following is trip to Morrisson-Reeves Library for celebration, story hour, tour. Sign - up for a ride.

Fingerpaint Slates

Ages: 3–10 years

Materials: Large Zip-loc™ bags
Masking tape
Finger paint or fingerpaint substitute (see comments)

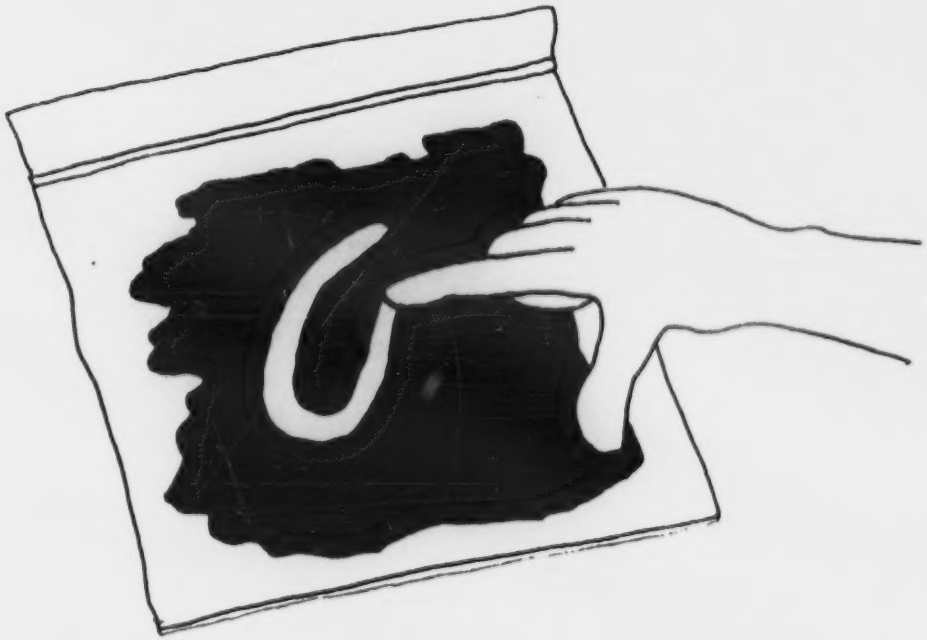
Directions: Place three heaping tablespoons of fingerpaint inside Zip-loc™ bag.

Flatten bag on table to remove as much air as possible and close top securely.

Tape the top of the bag to make sure that it will remain closed.

Have children use both hands to flatten and spread fingerpaint out smoothly inside the bag. Children may then draw designs into the color by pressing with their finger.

Smear the fingerpaint flat again to erase the design.



Comments: An inexpensive substitute for fingerpaint can be made by combining into an uncooked paste: corn starch, water, and food coloring. Fingerpaint slates help develop the tactile sense and provide some experimentation with liquids.

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Clay and Play-dough Recipes

Ages: 3 years and up

Materials & Equipment: See recipes

Comments: All of these recipes are comprised of easily available, relatively inexpensive ingredients and produce material to model, pound, and play with. Over the course of the year all should be tried because they are different in texture and quality. No doubt, you will find a favorite that you will mix up time and time again.

Playdough

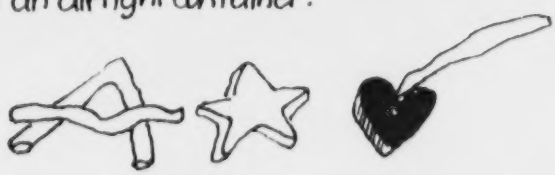
OPTIONAL:
Food coloring or Tempera Powder to color if desired.

- 2½ c. Flour
- ½ c. Salt
- 1 T. Alum
- 1¾ c. Boiling Water
- 2 T. vegetable oil

Mix flour and salt in a bowl. Mix alum, water oil and food coloring in a separate bowl; add to flour and salt mixture. Knead well. Add extra flour if sticky. No refrigeration is needed. Keep in an airtight container.

Salt dough

- 1 c. Salt
- 4 c. Flour
- 1½ c. Water
- 4T. Oil



Mix flour and salt. Add water and oil slowly to the dry ingredients, stirring with a spoon until well blended. Knead dough until soft and pliable. Sculpt objects or use cookie cutters to cut shapes. Bake 45 minutes in 350° oven until hard. Paint with acrylic or varnish to seal.

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Silly Putty

1 C. White glue
1½ C. liquid starch

Mix glue and starch in a bowl. You may add a few drops of food coloring if you wish to color the putty. Cover bowl and let stand for a few hours. Pour off extra starch. Knead well. Store in a covered container.

Cornstarch Clay

1 C. Cornstarch
⅓ C. Vegetable oil
⅔ C. Flour

Pour cornstarch* into bowl and add oil. Stir well until syrupy. Gradually add flour until thick and doughy. Knead well. Store in an airtight container.

(*It's fun to play with cornstarch and water - it will not make dough; but the solution is fascinating)

Mud Pies

1 Puddle
Plastic Sandpails
Spoons
Cookie Sheet

The "original" clay: dirt and water! Find puddle. (children are adept at this!) Dig mud out of bottom with spoons and mix in sandpails. Spoon globs onto cookie sheet. Remove worms. Place in the sunshine until mudpies dry.

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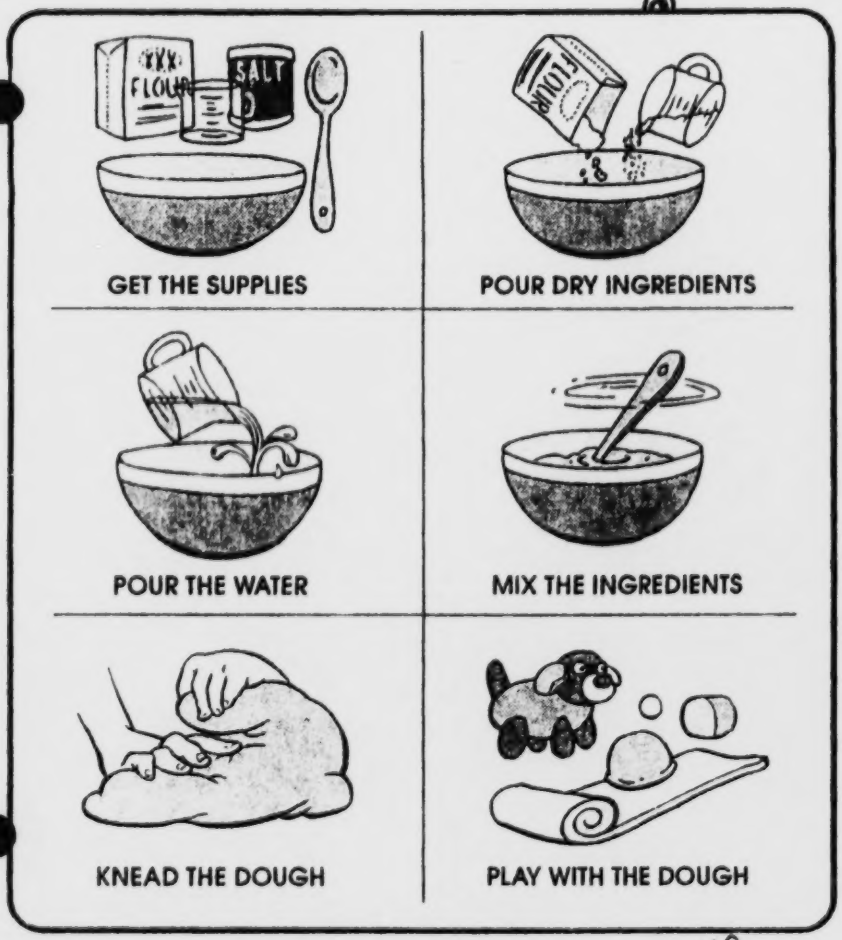
Exploring Art

At The Easel

Very young children, as well as children with little painting experience sometimes have difficulty holding the easel brushes. Help them by wrapping masking tape, sticky side out, around the handles. This adds just enough grip to ease the control difficulty. If the children need additional gripping surface, slip hair rollers onto the handles of the easel brushes.

thank you, Angela, Bartlett, IL



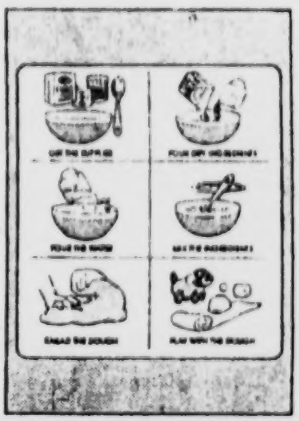
Easy Outside Art

Cut one side off of a large appliance box. Cut butcher paper the length of the side. Roll up the paper so that it is easy to carry. Put crayons, chalk, colored pencils, or markers in a covered container.

Set the piece of cardboard in a quiet space of the play area. Tape the butcher paper to the cardboard and set the container of drawing materials nearby. When children want to take a break from active play they can draw.

Soft Dough

Duplicate the picture chart. Glue it to a piece of construction paper or cardboard. Laminate or cover it with clear adhesive paper. Whenever you make dough with the children have the recipe handy and follow the directions on the chart.



You'll Need

5 cups of flour
1 cup salt
4T alum
2T vegetable oil
3 cups of water
Food coloring (optional)

To Make: Boil the water. Add the food coloring to the water if you want a colored dough. Mix all of the dry ingredients in a large bowl. Slowly add the boiling water. Stir until all of the ingredients are thoroughly mixed. When the mixture is cool enough, put it on the table and knead it until it is thoroughly mixed.

To Store: Put the dough in a tightly covered container or plastic bag. Keep it in the refrigerator overnight. If the dough begins to dry, add a little water.

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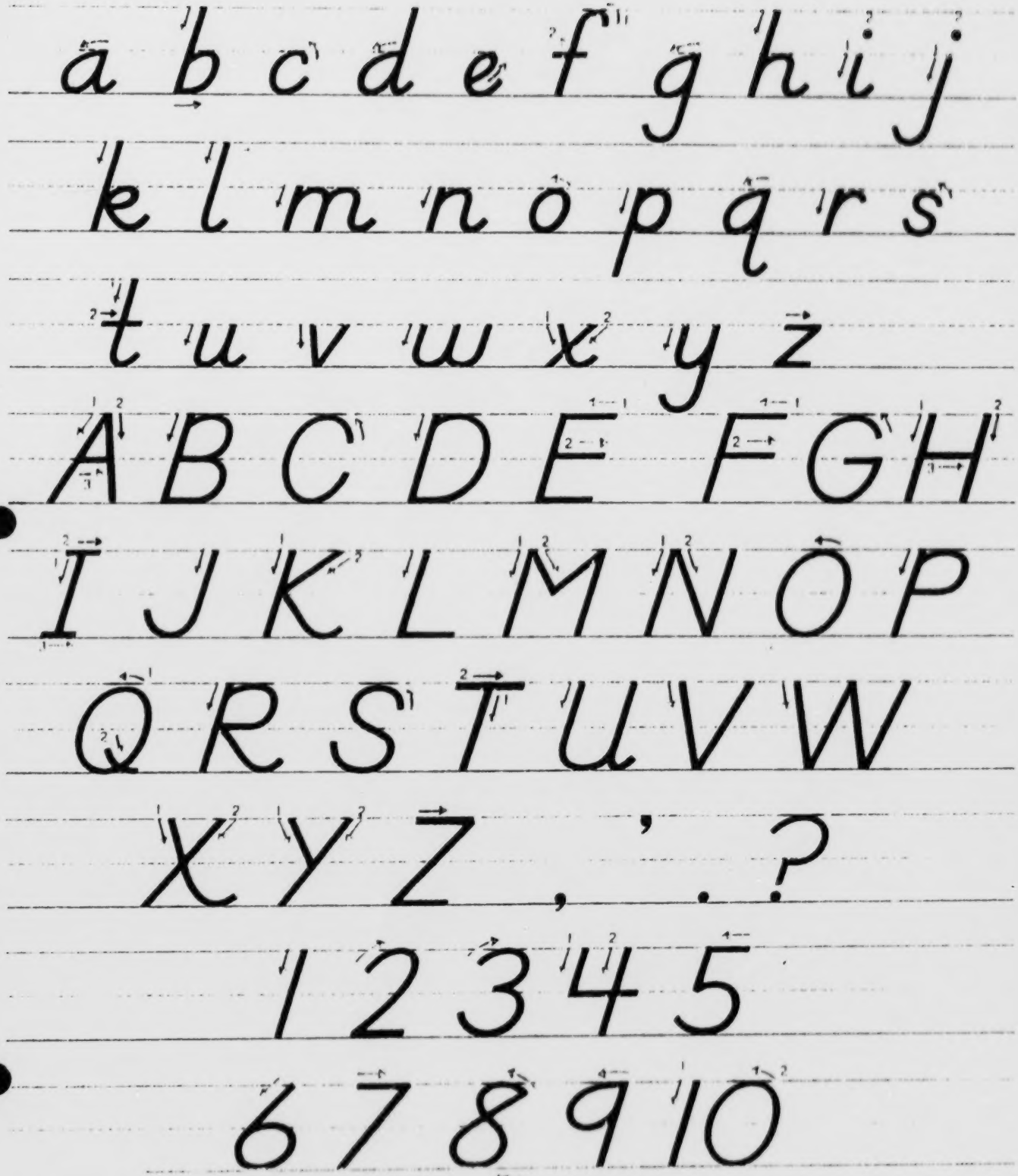
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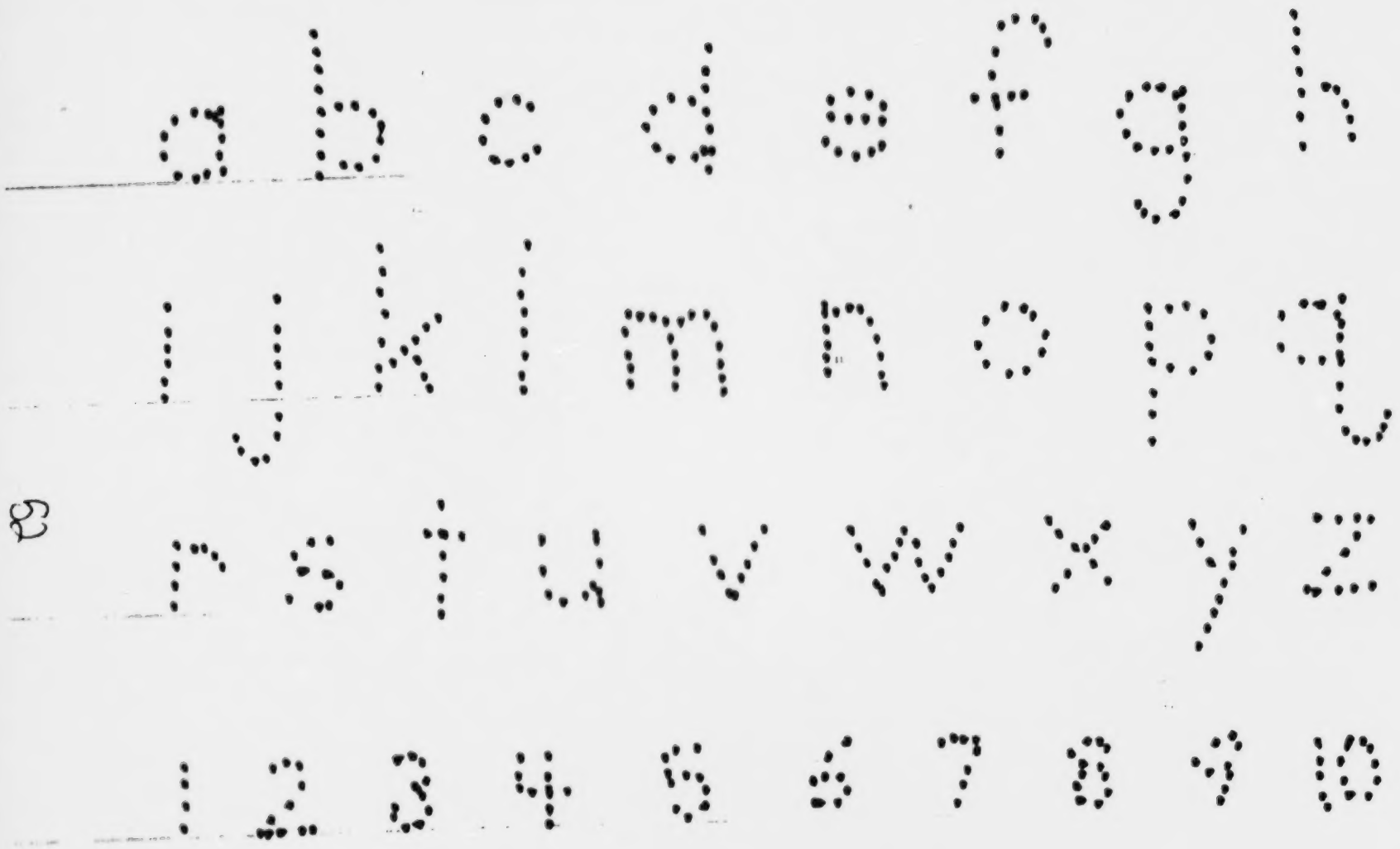
Connect the Dots

A B C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The following monthly activities may be used in place of some of the daily activities for December.

Making Your Own Play Dough

It's fun to knead and shape play dough to be used for sculpturing in a variety of creative learning activities. The following activities are just a few of the limitless projects possible with play dough.

Materials

- Measuring cup
- Measuring spoons
- Medium saucepan
- Stove
- Plastic bag or airtight plastic container
- Cookie cutters
- String and pencil

A. Making the Recipe

To make your own play dough, follow this quick and inexpensive recipe. Have your child help you prepare the ingredients. Together with your child follow the directions step-by-step.

Ingredients

1 cup white flour
1/4 cup salt
2 tablespoons cream of tartar
1 cup water
1 tablespoon vegetable oil
2 teaspoons food coloring (optional)

1. Mix the flour, salt, and cream of tartar in a medium saucepan.
2. Add the water, vegetable oil, and food coloring.
3. Place the saucepan over medium heat, and stir for three to five minutes. The mixture should look like a globby mess.
4. When the globby mess forms a ball in the center of the pan, take it out and place it on a floured surface. "Knead" the ball by squishing and pounding it several times.
5. Place the play dough in a plastic bag or airtight container, and store it in the refrigerator when not in use.
6. If you wish to make play dough of different colors, follow this same recipe, using a different food coloring each time.

Note: Alternate Recipe (This recipe does not require heating.)

Ingredients

1 cup flour
1/2 cup salt
1/4 cup water
2 teaspoons food coloring (optional)

Mix the four ingredients together. "Knead" the mixture with your hands until uniform. Then the play dough is ready to use. Place the play dough in a plastic bag or airtight container, and store it in the refrigerator when not in use.

B. Experimenting with Play Dough

Let your child experiment with the play dough. Encourage him/her to roll it, flatten it, shape it, and make impressions in it, using various objects. Allow him/her to add objects to the play dough such as toothpicks, buttons, yarn, etc. If your child wishes to keep his/her creation, leave the play dough out and it will harden after a short time. To quicken the hardening process, put the play dough in the oven on low heat for one hour.

C. Play Dough Numbers and Letters

Help your child make play dough numbers. Have him/her roll out a coil of play dough.

Once the coil is formed, help your child twist the coil into a number shape.

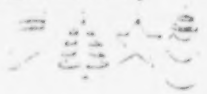
Continue to make the numbers 0-9 with your child. Let the play dough numbers dry. Then blindfold your child and place one of the numbers 0-9 in front of him/her. Tell your child to feel the number and then identify it.

The play dough can also be used to shape the [illegible] of the alphabet for your child to identify numbers or letters. Let your child feel them without picking them up.

D. Seasonal Ornaments

With your child, make some seasonal ornaments to hang in a window or on a tree. Together with your child follow the directions step-by-step.

1. Let your child roll out some play dough.
2. Have him/her press a cookie cutter into the dough.
3. Remove the shape formed.
4. Let your child stick a pencil point through the top of the ornament.
5. Then let it dry.
6. Help your child thread a string through the hole in the top of the ornament.
7. Repeat the directions to make as many ornaments as you wish.



E. Counters

When beginning to learn ideas about mathematics, young children need counters. Counters help them to understand joining groups together (addition), as well as separating a part of a group (subtraction). Counters can be made from play dough and used by your child once they have hardened. To make counters, break off small pieces of play dough and shape them into the size of quarters, making them about 1/8 of an inch thick. After they have dried, store them in a box.

Have your child use the counters to help him/her in addition and subtraction.

Example: Have your child make a group of three counters. Then have him/her make another group of four counters. Tell him/her to join the two groups together. Ask, "How many counters do you have altogether?" Help your child write the corresponding addition fact.

3 + 4 = 7 or $\begin{array}{r} 3 \\ +\,4 \\ \hline \end{array}$

The following monthly activities may be used in place of some of the daily activities for June.

Word Games

Playing word games offers a child excellent opportunities for practicing and mastering specific groups of words. The following word games were designed for that purpose.

Materials

- Ruler and felt-tipped marker
- Four 3" × 3" cardboard squares
- Scissors
- Eighteen place markers (buttons, pennies, lima beans, etc.)
- 3" × 5" index cards

A. Everyday Word Game

Use a ruler and a felt-tipped marker to divide each of the cardboard squares into nine equal boxes. Write a word in each box. Use the following squares as guides.

was	had	at
or	the	her
that	there	have

were	in	from
not	be	she
and	would	with

on	they	of
it	all	are
you	is	by

he	but	his
one	an	for
this	to	which

Make thirty-six 1" × 3" cards by cutting 3" × 5" index cards into five equal parts. On each card write one of the following words:

the, of, and, to, in, that, is was, he, for, it, with, his, on, be, at, by, this, had, not, are, but, from, or, have, an, they, which, one, you, were, her, all, she, there, would

Now you're ready to play the game. This game is played like bingo. You may decide to play for a single bingo (three words across, three words down, or three words diagonally) or for a complete bingo in which all the squares must be covered in order to win. Together with your child follow the directions step-by-step.

1. Each of you select one of the four game boards at random.
2. Place the thirty-six word cards facedown in a pile between you. Decide who will go first. Have that player select one word card from the top of the pile.
3. Read the word card aloud and place it face up on the table.
4. Either of you may put a place marker on that word if it is on your game board. Put the used word card aside.
5. Play continues in turn as each of you selects a word card and reads it aloud. Give help to your child with reading the words, if necessary.
6. As in the game of bingo, a player wins the game when he/she covers three words across, down, diagonally, or he/she covers the board.

B. Word Concentration

This game will help improve your child's visual memory skills. A player must "visually concentrate" in order to match like words. Together with your child follow the directions step-by-step for preparing and playing the game.

1. Use twelve 3" × 5" index cards. Choose six words to be written in duplicate on the sometimes mixes up, misreads, or needs to practice. *Example:* their, there, when, where, this, these
2. Make two cards for each word.

their	their

3. To play word concentration, shuffle the twelve cards and place them facedown on a table to make three rows of four cards each.

4. Determine who will go first. Have that player turn over any two cards and read the words aloud. If there is a match (*Example:* when, when), the player keeps the two cards. If the words do not match (*Example:* when, there), the player returns the two cards facedown to their original position. Then it's the other player's turn. When a player gets a match, he/she continues selecting two cards until he/she no longer has a match.

To make the game more challenging, choose eight words to be written in duplicate on sixteen cards. Make four rows of four cards each.

PLAY DOUGH

1 cup flour
1/2 cup salt
2 teaspoons cream of tartar
1 cup water (coloring may be added)
1 teaspoon cooking oil

Mix ingredients in sauce pan. Cook over medium heat for 2 to 3 minutes until dough forms into a rubbery ball. Store in sealed plastic containers.To make ornaments roll out dough and cut with cookie cutters. Place on wax paper and let dry. DO NOT bake. (Not paintable).

SALT DOUGH

2 cups flour
1 cup salt
1 cup water
Blend ingredients together adding water a little at a time.
Knead 7 to 10 minutes until firm. Store in airtight bag or container.

To make ornaments roll dough and cut with cookie cutter. Place shapes on cookie sheet and bake at 325 degrees for 30 to 40 minutes or until hard. When cool paint with water colors or food dye and varnish to protect from moisture.

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Week V Folk Tales, Fables and Flannel Boards

Goal: USE Flannel Boards to build language skills and story telling skills

Children use Flannel Boards before workshop starts

STORY Use Folk Tales Set: Billy Goats Gruff, Three Little Pigs or Goldilocks and the 3 Bears.

Children go with volunteers for their program

Parent Program
Objectives:
- Make a felt board and learn how to use it with children to develop language skills in the children.
- Learn importance of knowing classic children's literature.

Talk about use of fables, folk tales and nursery rhymes as general knowledge expected that children will have when they enter school. They are easily remembered. Children are fascinated by them. Some are violent but children seem to understand that they are not real. Talk about any lessons they may teach with the children. They help children learn about the sequencing of ideas. Rhyme helps to remember the stories. Building memory skills helps with other things that have to be remembered.

PARENTS: Describe how to make flannel board and figures (from magazines, trace and free hand. Make items from felt and paper. Glue small pieces of felt to the back of the paper items) **Make the Boards. Shoe Box Boards: cover the inside cover with felt.. Cut out other items. Store the stories inside of the box.**

Talk about how to build a story and get children to predict what will come next or what the outcome will be. Once a story is known , ask what comes next? Let the children tell the story.
CHILDREN's PROGRAM:

Objectives:
- Learn some nursery rhymes
- Children have opportunity to learn how to use a felt board and how to tell a story with it.

Activities:
1. Children go off with volunteers to do more with flannel boards. May work with large and small boards so that the groups are smaller and children have a chance to tell stories with the characters they put on the board.

2. Use the FOLK Tales Audio Tape or Tom Posten's Aesop's Fables

3. Learn to Sing some Nursery Rhymes. Use audio tapes Sharon,Lois and Bram; Wee Sing, Singable Nursery Rhymes and others. Act out nursery Rhymes like Jack be Nimble, Jack be Quick. (see following pages for words and activities)

PARENTS AND CHILDREN TOGETHER

Objective:
- Adults and children practice what they have learned with each other in a positive setting

Parents help children choose what story characters they want to make. Children cut and paste. Make up stories to go on their boards. Share stories with class.
Remind of Library Trip, give out handouts, Reading Record, free books.

The Three Billy Goats Gruff

(Place the background scene on the flannelboard before beginning the story.)

Once upon a time there were three billy goats named "Gruff." (Place all three goats on the left side of the scene.)

One day the three billy goats Gruff decided to go to the hillside to eat the green, green grass and make themselves very fat. But to get to the hillside, the three billy goats had to cross a bridge. Under that bridge lived an ugly, old troll. He had mean black eyes and a big ugly nose with hairy warts. (Place the troll under the bridge.) Little Billy Goat Gruff was the first to cross the bridge. TRIP, TRAP! TRIP, TRAP! TRIP, TRAP! went his feet on the bridge. (Place the words, trip trap, on the scene over the bridge.)

"Who's that trip-trapping over the bridge?" roared the troll.

"It is only I, Little Billy Goat Gruff. I'm going to the hillside to eat the green, green grass and make myself fat."

"I'm going to eat you up!" shouted the troll.

"Oh, no! Please don't eat me. I am too little," said Little Billy Goat Gruff. "Wait for my brother, Big Billy Goat Gruff. He's much bigger than I am."

"Very well," answered the troll. "Be off with you."

So Little Billy Goat Gruff trip-trapped across the bridge and went to the hillside to eat the green, green grass. In a little while, along came Big Billy Goat Gruff. TRIP, TRAP! TRIP, TRAP! TRIP, TRAP! went his feet on the bridge.

"Who's that trip-trapping over my bridge?" roared the troll.

"It is only I, Big Billy Goat Gruff. I'm going to the hillside to eat the green, green grass and make myself fat."

"I am going to eat you up!" shouted the troll.

"Oh, no! Please don't eat me," said Big Billy Goat Gruff. "Wait for my brother, Great Big Billy Goat Gruff. He's much bigger than I am."

"Very well," answered the troll. "Be off with you."

So Big Billy Goat Gruff trip-trapped across the bridge and went to the hillside to eat the green, green grass.

Just then Great Big Billy Goat Gruff started across the bridge. TRIP, TRAP! TRIP, TRAP! TRIP, TRAP! went his feet on the bridge.

"Who's that trip-trapping over my bridge?" roared the troll.

"It is I, Great Big Billy Goat Gruff," said the third billy goat in a very loud voice indeed.

"I am going to eat you up!" shouted the troll.

"Try it if you can!" answered Great Big Billy Goat Gruff.

The troll leapt onto the bridge, and Great Big Billy Goat Gruff butted him as hard as he could. (Place words "POW," "TAKE THIS," & "WHAM.") The troll fell backward into the water, scrambled up onto the bank, and ran away, never to be seen again. (Move troll to the top of the bridge, then remove from scene as the story progresses.)

Great Big Billy Goat Gruff trip-trapped across the bridge to join his brothers on the hillside. Now all day long the three billy goats Gruff eat the green, green grass and grow fat. (Finish the story with all three goats on the right—green, grassy—side of the scene.)

Name _____

GREAT UGLY TROLL

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Name _____

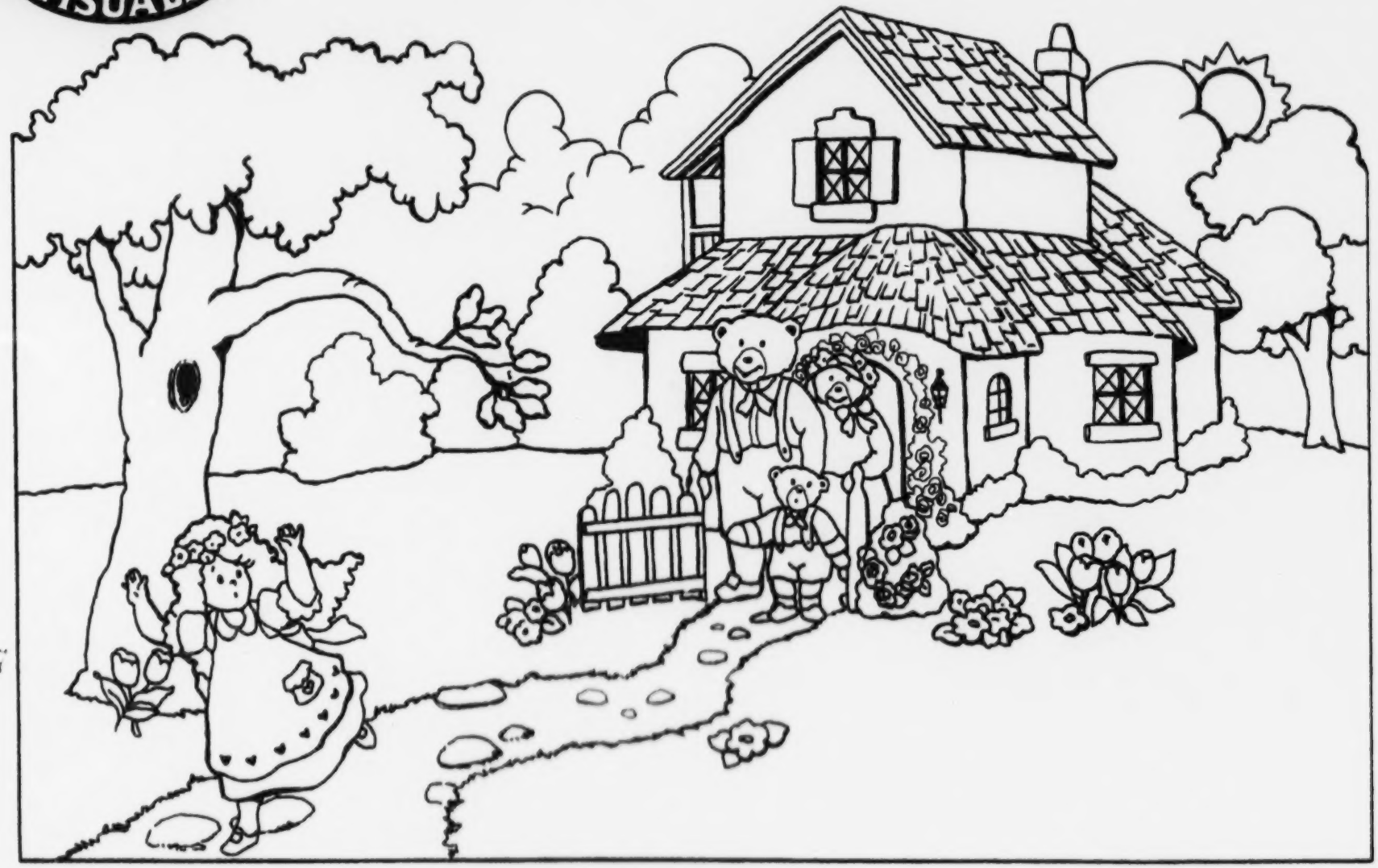
LITTLE BILLY-GOAT GRUFF

Name _____

BIG BILLY-GOAT GRUFF

Name _____

BIG, BIG
BILLY-GOAT GRUFF



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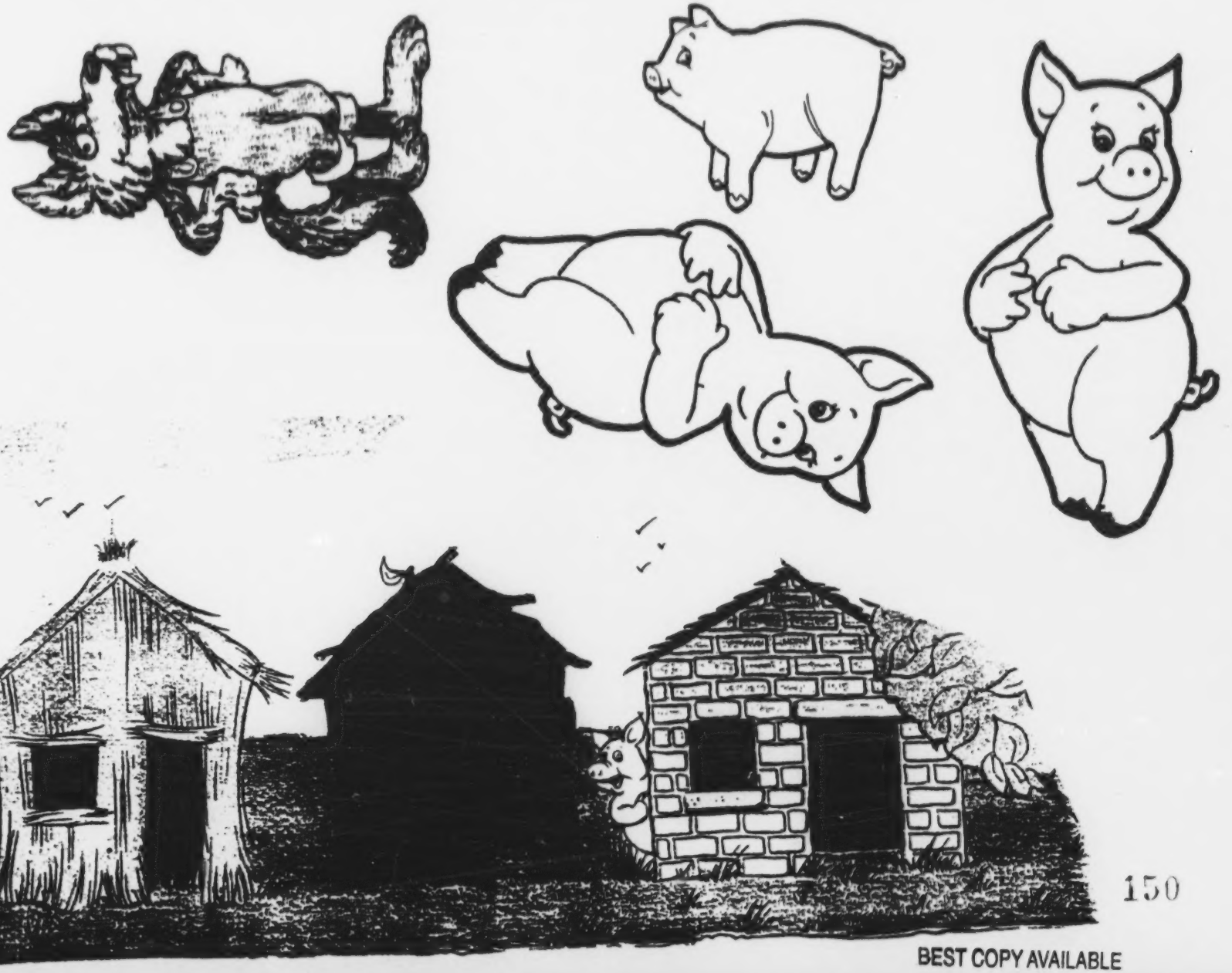
Goldilocks and the Three Bears Stock No. LF829

pigs

color, cut, glue felt onto back for flannel Board



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SING TOGETHER

Duplicate all of the illustrations. Cut them out and back each one with felt or magnet tape. As you sing, have the children or you put them on the felt/magnet board.

THE WHEELS ON THE BUS

The wheels on the bus go round and round,
Round and round, round and round.
The wheels on the bus go round and round,
All through the town.

The door on the bus goes open and shut, open and shut, etc.

The money on the bus goes clink, clink, clink, etc.

The driver on the bus says, "Move on back," etc.

The people on the bus go up and down etc.

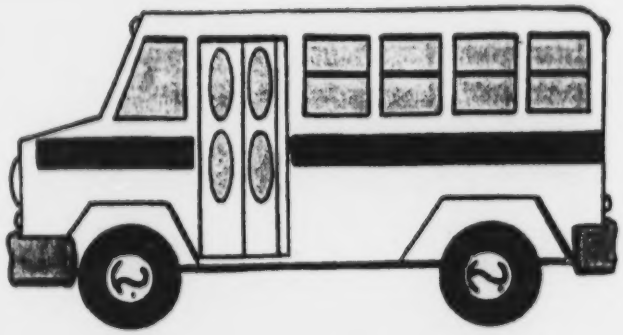
The wipers on the bus go swish, swish, swish, etc.

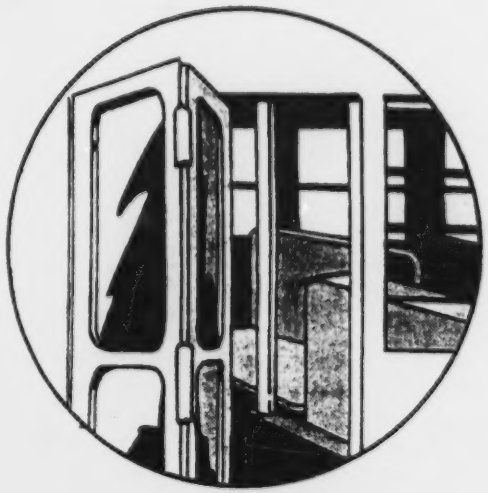
The children on the bus say, "Yak, yak, yak," etc.

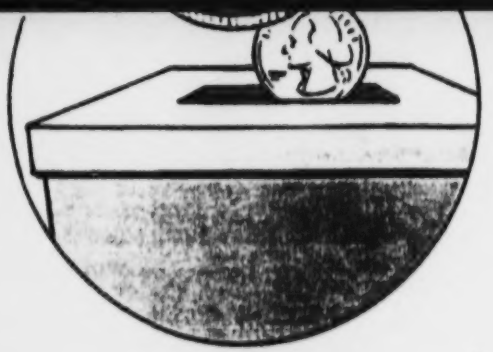
The parents on the bus say, "Sh, sh, sh," etc.

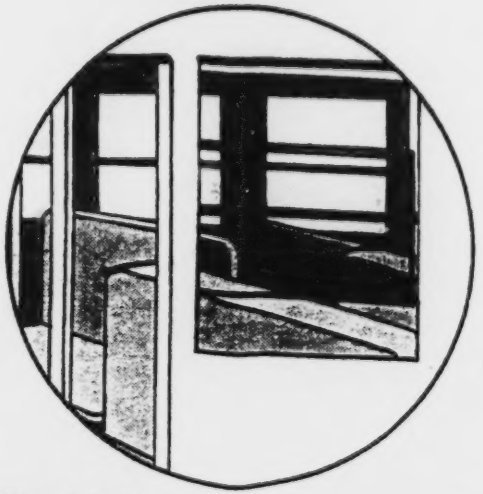
The windows on the bus go up and down etc.

The wheels on the bus go round and round,
Round and round, round and round.
The wheels on the bus go round and round,
All through the town.









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THE WHEELS ON THE CAR

The wheels on the car go round and round,
Round and round; round and round.
The wheels on the car go round and round,
All through the town.

The people in the car buckle their belts,
Buckle their belts; buckle their belts.
The people in the car buckle their belts,
All through the town.

The radio in the car goes sing, sing, sing,
Sing, sing, sing; sing, sing, sing.
The radio in the car goes sing, sing, sing,
All through the town.

The locks in the car go click, click, click, etc.

The windows in the car roll up and down, etc.

The wipers in the car go swish, swish, swish, etc.

The horn in the car go honk, honk, honk, etc.

The lights in the car go on and off, on and off, etc.

The children in the car go talk, talk, talk, etc.

The parents in the car go listen, listen, listen, etc.

The wheels on the car go round and round,
Round and round; round and round.
The wheels on the car go round and round,
All through the town.

Adapted by Liz Wilmes

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Week VI Field Trip to Morrisson-Reeves

Goal: Learn where the MARL is and how to use it with the children

Parents Meet at normal meeting place Travel to Morrisson-Reeves in Library Van.
VOLUNTEERS MEET AT CHILDREN'S ROOM OF LIBRARY

Parents will have a tour of the library which will end at the Bard Room. Parents will have opportunity to sign up for a library card.
Children will start in Children's room for playing with games and puzzles. Volunteers help with play and bringing children down to the Bard Room. Story hour in the Bard Room or Board and Conference Room by one of the Children's librarians or the Literacy Staff.

Literacy Staff will have out the Wonder of Words kits so that parents can look at them and learn how to use them. Leader will tell parents about WOW kits , toy leading library, and other library services.. Cookies and punch will be served .

Certificates, book bags and books given to all who have completed at six week program, three week people will get paperback book.

Children's Video's played and children have an opportunity to play with the Wonder of Words kits.

Refreshments served at the end of the time.

SCHEDULE PASSED OUT FOR NEXT LEARNING TOGETHER WORKSHOPS

Science I **LISTENING/BUGS AND ANIMALS (a variation)**

Week VII **NUMBERS, NUMBERS NUMBERS!**

Goal: Develop understanding that numbers and math are a part of literacy and can be fun for children and adults to learn together.

Pre-Session: Children, volunteers and adults work with flannel board. Numbers placed across the top of the board. Children match the number with the correct number of same type item (rabbits, cats etc.). Volunteers model assisting behaviors, help adults to work with children.

OPENING SESSION: READ STORY : Nine Ducks Nine, Two Many Hopkins or Mouse Count

Ask children to count number of people in the room, sort and count, children, adults, those in red or blue. Which are there more of, adults? children?, those in red? Make comparisons of numbers talk about the concepts of more and less.

Children go with volunteers to play number games.

Parents Program:

Objectives: Parents will:

1. Discuss ways numbers are used each day at home.
2. Learn 3 to 5 strategies for helping children to learn to count, the concept of more and less, and beginning computation.

Discussion Starter:

- Where are numbers in the home? Get a long list (telephone, clock, times, television, recipes, etc.
- How do we use numbers? counting, cooking , measuring, paying bills, shopping etc.

Number Book review: Leader shows a variety of number books and how to use them with different age children

Strategies for working with numbers with children:

- With older children, use shopping circulars to compare prices at different stores, With younger children to show them how to read the numbers.
- Sorting - clothes pins, buttons, food items after shopping etc.
  Fill containers with dry rice or water, let children measure amounts in measuring cups. See which containers hold more and less.
- Counting - steps, flowers, street signs etc.
- Telling time - Use kitchen clock, put stickers for important times (lunch, nap, bed) show how to tell when the clock hands have reached those times.
- Using a ruler (number line) to learn adding and subtracting
- Cooking using measuring spoons and cups, shows more and less, and fractions.
- Read books with children that have things to count.
- Use coins to teach about 1's, 10's and 100's. Tana Hoban's 26 Letters and 99 Cents is a good book to use.

THINGS TO MAKE

Objective: Parents learn how to make inexpensive items related to numbers and how to assist their children as the children make the items.

- Clock our to paper plate, hands and numbers. Indicate how the clock represents the day, (12

hours morning and afternoon), Use of fractions (one hour is equal to 1/24 of the day.). Introduce fractions 1/4.1/2,3/4.

- Make sorters from ice cream cups or egg crates. Use them to show how to add and subtract as well as count.
- Show how to use flannel board for counting, number line, adding and subtracting.
- Make Grow Charts from a measuring tape and heavy paper. Use different colored stickers for each child in the family, put pictures of children at different points on the chart. Let children measure themselves, or dolls or stuffed animals.
- Show how to make dominoes out of 3 x 5 cards and show how to use the dominoes.

CHILDREN'S PROGRAM:

Objectives: Use numbers successfully in games and measuring.

Depending on the size and age composition of the group and the number of volunteers, the volunteers should use some of the games and activities listed below to promote successful use of numbers while having fun and being supportive.

- Counting Songs: This Old Man, Three Little Monkeys Jumping on the Bed, Three Blind Mice, One, Two Buckle My Shoe (See Sharon, Lois and Bram Tape)
- Hop Scotch : Use sidewalk chalk and draw on walk outside, use bean bags to toss to numbers.
- Bean Bag Toss: toss bean bags into the numbered holes. Each child gets three chances . Add the number of points each child gets. Show how to add the numbers.
- Jump Rope: use jumping and counting rhymes
- Use Board game with spinner (shutes and ladders etc.) or one that requires counting Dominoes, Jacks (older children).
- Measure Me!: Children trace around their shoes on colored paper and their hands. Use rulers to measure. Indicate that our term "one foot" comes from the size of the king's foot a long time ago
- What time is it? : Use clock faces to show the time of day and how to tell hours and minutes, parts of the hour (l/4,1/2, 3/4) Tell number of hours in a day, minutes in an hour.
- Continue to work with the flannel board.

PARENT/CHILD PROGRAM

Objective: Parent and child choose at least one item to make together. Parent shows child how to make and use the item. Assists child in making item. Children should do as much of the cutting, pasting and writing as possible.

Make items

FINAL ACTIVITY:

Watch Richard Scary's Best Counting Video Ever Watch together
Count items in the room as done in the video together.

Another Number Book may be read at the end as well.

Send home follow - up activity sheets, Reading Record. Explain use to new families.

"Ten Little Indians"

(Variations)

Ages: 3, 4, and 5, with variations for each age

Verse 1 (age 3): Children march in single file around a large circle. The teacher keeps time with a drum or tom-tom.

Lift one foot and then the other.
Lift one foot and then the other.
Lift one foot and then the other.
Ten little Indian girls and boys.

Verse 2 (ages 3 & 4): Children hop in place.

Hop on one foot, then the other.
Hop on one foot, then the other.
Hop on one foot, then the other.
Ten little Indian girls and boys.

Verse 3 (ages 4 & 5): Children walk and hop around the circle.

Walk and hop, and walk and hop now.
Walk and hop, and walk and hop now.
Walk and hop, and walk and hop now.
Ten little Indian girls and boys.

Verse 4 (ages 5 & 6): Children hop four times on one foot, then four times on the other. Hop in place in slow motion without forward movement until the movement becomes easy. The teacher may call out "one-two-three-change" while the children are learning. Later add the music and verse:

Hop four times and then the other.
Hop four times and then the other.
Hop four times and then the other.
Ten little Indian girls and boys.

Comments: Expect a great deal of imperfection. It is quite a task to learn to hop to music, and for some children, they may never quite get the hang of changing feet at the proper time. The activity can still promote coordination, strength, balance, and fun.

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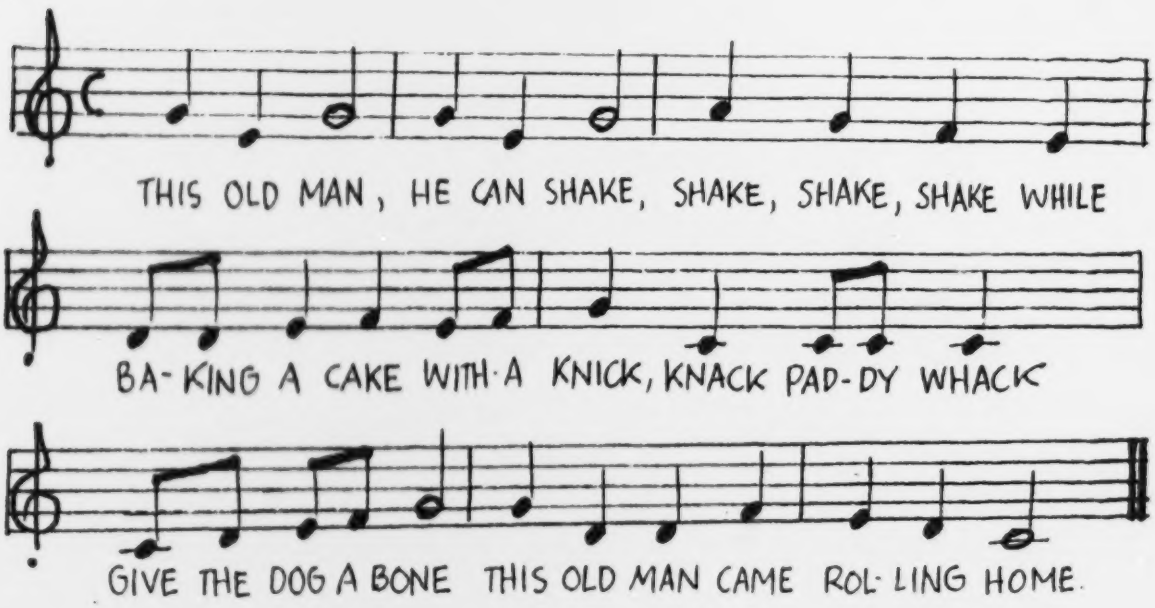
"This Old Man" Variations

(Active Musical Game)

Ages: 3–5 years

Directions: Children sing and act out whatever (gross motor) motion is being sung. They will act out these rhythmic movements while labeling them verbally. This game also helps develop body awareness.


THIS OLD MAN, HE CAN SHAKE, SHAKE, SHAKE, SHAKE WHILE
BA-KING A CAKE WITH A KNICK, KNACK PAD-DY WHACK
GIVE THE DOG A BONE THIS OLD MAN CAME ROL-LING HOME.

Verse 2:

This old man, he can jump,
Jump, jump, jump on a great big stump.
Knick-knack, paddy whack, give a dog a bone.
This old man came rolling home.

Verse 3:

This old man, he can skip,
Skip, skip, skip, be careful, don't trip.
Knick-knack, paddy whack, give a dog a bone.
This old man came rolling home.

Verse 4:

This old man, he can slide,
Slide, slide, slide while trying to hide.
Knick-knack, paddy whack, give a dog a bone.
This old man came rolling home.

Verse 5:

This old man, he can run,
Run, run, run and have some fun.
Knick-knack, paddy whack, give a dog a bone.
This old man came rolling home.

Verse 6:

This old man, he can sway,
Sway, sway, sway, and sway all day.
Knick-knack, paddy whack, give a dog a bone.
This old man came rolling home.

The following monthly activities may be used in place of some of the daily activities for May.

Math Games

Your child will sharpen his/her addition and subtraction skills, while playing these easy-to-learn math games. They will provide another interesting way for your child to practice and gain mastery of addition and subtraction facts.

Materials

- Two pieces of cardboard (12" × 1")
- Felt-tipped markers
- One die
- Place markers (buttons, pennies, lima beans, etc.)
- Playing cards
- Pencil and paper

A. Make 'n Take 12

Use the cardboard pieces to make two game boards. Divide each game board into twelve equal parts. Write a number from 1 to 12 in order in the middle of each block on a game board.

Together with your child follow the directions step-by-step for playing the game.

1. Give each player a game board and 12 counters.
2. Have each player in turn throw the die and cover his/her game board with that many place markers.
   Example: If a player throws a 5, he/she must put 5 place markers in a row on the game board.

					6	7	8	9	10	11	12

3. When a player throws the die for the second time, he/she must say how many place markers are already on the game board, add out loud the number on the die, and then give the sum. *Example:* If a player throws a 2, he/she must say, "5 + 2 = 7."

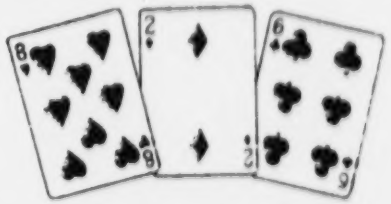
							8	9	10	11	12

4. If he/she rolls a number on the die that would give a sum greater than 12, he/she must wait for his/her next turn to try again.
5. Play continues in turn with each player adding on and giving a sum each time until he/she reaches 12.
6. When a player has all twelve blocks covered, that player continues in turn but now removes or subtracts the number of place markers as shown on the die. Have the player subtract out loud the number on the die from the number of place markers on the game board.
   Example: If a player throws a 3 and there are 12 place markers on the game board, he/she must say, "12 - 3 = 9."
7. Play continues in turn with each player subtracting the number on the die from the number of place markers on the game board.
8. If he/she rolls a number on the die that is greater than the number on the game board, he/she cannot subtract and must wait for his/her next turn to try again.
9. The first player to remove all 12 place markers is the winner.

B. Add 'm Up

Explain to your child that the game he/she is about to play will help him/her with learning addition facts. To prepare for the game, have your child remove all tens, jacks, queens, and kings from a deck of cards. The game is played with the remaining thirty-six cards. Each card's value is the number on the card. For instance, a seven of any suit is worth seven. Each ace is worth one. Together with your child follow the directions step-by-step for playing the game.

1. Deal three cards to each player.
2. Using the numbers on the cards, make two addition facts and write them on a piece of paper.
3. Each addition fact whose sum is 10 or more receives 2 points. Each addition fact whose sum is less than 10 receives 1 point.



4. For this hand, make the addition facts 8 + 2 = 10 and 8 + 6 = 14 for 4 points. If a player chose to make the addition facts 2 + 6 = 8 and 8 + 2 = 10, he/she would only get 3 points. Try for a combination that will give the greatest amount of points.
5. The first player to receive 10 points wins.
6. For a more challenging game, deal four cards to each player and follow rules 2 through 5.

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The following monthly activities may be used in place of some of the daily activities for February.

Showing Ideas Through Creative Movement

The meaning and energy of many poems for children can be conveyed more readily by the addition of some creative movement with the lines of each poem. A simple action such as holding up fingers, snapping fingers, waving your hands, stamping a foot, or shaking your arms creates a vivid picture.

In the following poems, read the poem through a couple of times before adding any hand or body action. Once you and your child are familiar with the poem, try the actions suggested in the parentheses. Then read the poem aloud again and both of you do the hand and body actions together. As your child becomes more comfortable with each poem, let him/her create different actions than those suggested in the parentheses.

Materials

- None

A. Ten Little Monkeys

Ten little monkeys jumping on the bed.
(Show ten fingers.)
One fell off and hit his head.
(Drop one hand and hit head with other hand.)
Mother called the doctor,
(Pretend to dial a phone.)
And the doctor said,
"No more monkeys jumping on the bed."
(Shake pointer finger at other person.)

Nine little monkeys jumping on the bed.
(Show nine fingers.)
One fell off and bumped his head.
(Drop one hand and hit head with other hand.)
Mother called the doctor,
(Pretend to dial a phone.)
And the doctor said,
"No more monkeys jumping on the bed."
(Shake pointer finger at other person.)

Repeat the verse, decreasing the number of monkeys each time until there are none.

B. This Old Man

This old man, he played one,
(Hold up pointer finger.)
He played knick-knack on his thumb.
(Clap hands twice. Hold up thumb.)
Knick-knack, paddy-whack, give a dog a bone.
(Stamp your foot twice, clap hands twice, and extend your arm.)
This old man came rolling home.
(Make two fists, and roll them one over the other.)

This old man, he played two,
(Hold up two fingers.)
He played knick-knack on his shoe.
(Slap your shoe twice.)
Knick-knack, paddy-whack, give a dog a bone.
(Stamp your foot twice, clap hands twice, and extend your arm.)
This old man came rolling home.
(Make two fists, and roll them one over the other.)

This old man, he played three,
(Hold up three fingers.)
He played knick-knack on his knee.
(Slap your knee twice.)
Knick-knack, paddy-whack, give a dog a bone.
(Stamp your foot twice, clap hands twice, and extend your arm.)
This old man came rolling home.
(Make two fists, and roll them one over the other.)

This old man, he played four,
(Hold up four fingers.)
He played knick-knack on the floor.
(Stamp the floor twice.)
Knick-knack, paddy-whack, give a dog a bone.
(Stamp your foot twice, clap hands twice, and extend your arm.)
This old man came rolling home.
(Make two fists, and roll them one over the other.)

This old man, he played five,
(Hold up five fingers.)
He played knick-knack on his drive.
(Slap your knees twice.)
Knick-knack, paddy-whack, give a dog a bone.
(Stamp your foot twice, clap hands twice, and extend your arm.)
This old man came rolling home.
(Make two fists, and roll them one over the other.)

This old man, he played six,
(Hold up six fingers.)
He played knick-knack on his sticks.
(Clap your hands twice.)
Knick-knack, paddy-whack, give a dog a bone.
(Stamp your foot twice, clap hands twice, and extend your arm.)
This old man came rolling home.
(Make two fists, and roll them one over the other.)

This old man, he played seven,
(Hold up seven fingers.)
He played knick-knack 'til eleven.
(Point to the clock.)
Knick-knack, paddy-whack, give a dog a bone.
(Stamp your foot twice, clap hands twice, and extend your arm.)
This old man came rolling home.
(Make two fists, and roll them one over the other.)

This old man, he played eight,
(Hold up eight fingers.)
He played knick-knack on his gate.
(Swing your arms twice.)
Knick-knack, paddy-whack, give a dog a bone.
(Stamp your foot twice, clap hands twice, and extend your arm.)
This old man came rolling home.
(Make two fists, and roll them one over the other.)

One, Two, Buckle My Shoe, Sam Ed Brown 1952

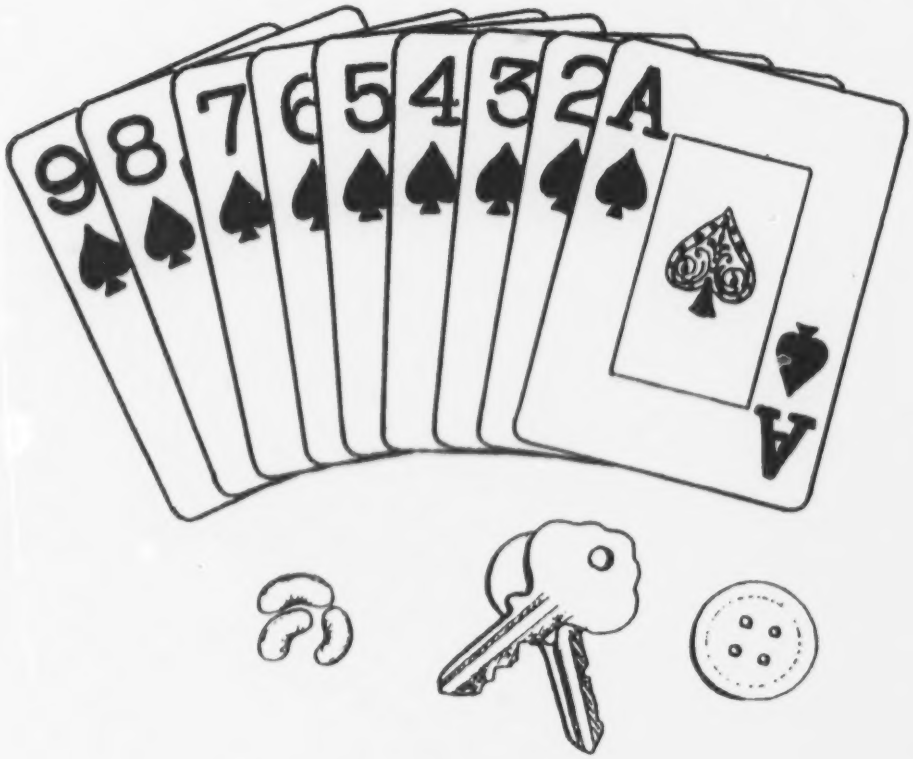
Counting With Cards

What You Are Teaching: Grouping, classification, one-to-one correspondence.

Materials Needed For Teaching: The cards numbered one to nine from a deck of playing cards. An assortment of like objects that match the numbers on the cards such as one key, two sticks, three buttons, etc.

What You Do: Lay out the objects, sorted, and the cards. Encourage the child to match the groups of items with the numbers on the cards. As the child progresses, all of the objects may be put in one pile so that it will be necessary for the child to sort the items before matching.

What To Talk About: Talk about the numbers on the cards and count the spots on the cards (spades, clubs, hearts, diamonds). Talk about each assortment of objects and matching the number of items to the number on the card.



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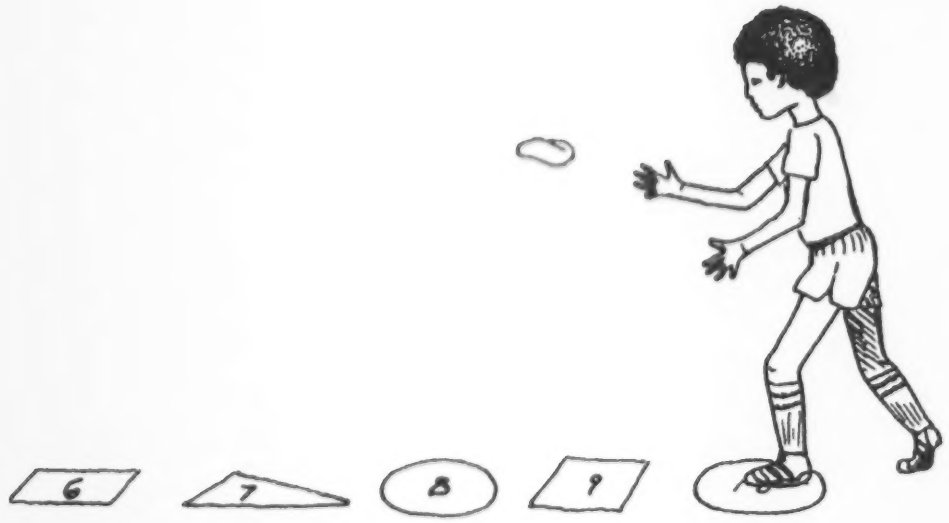
Beanbags Galore

What You Are Teaching: Shapes, number names, colors.

Materials Needed For Teaching: Scrap cloth, dried beans or corn, cardboard, magic markers.

What You Do: Make three or four beanbags by sewing scrap materials together and filling with beans or corn. Cut from cardboard ten shapes (triangles, circles, squares, rectangles) and color the shapes different colors with magic markers and number them (1-10). The object of this game is to have the child try to toss a beanbag and make it land on a cardboard shape. In the beginning, the child would be asked to name only the color. Later on, after the child is comfortable with the colors, shapes and then number names may be added.

What To Talk About: Shapes, colors, number names.



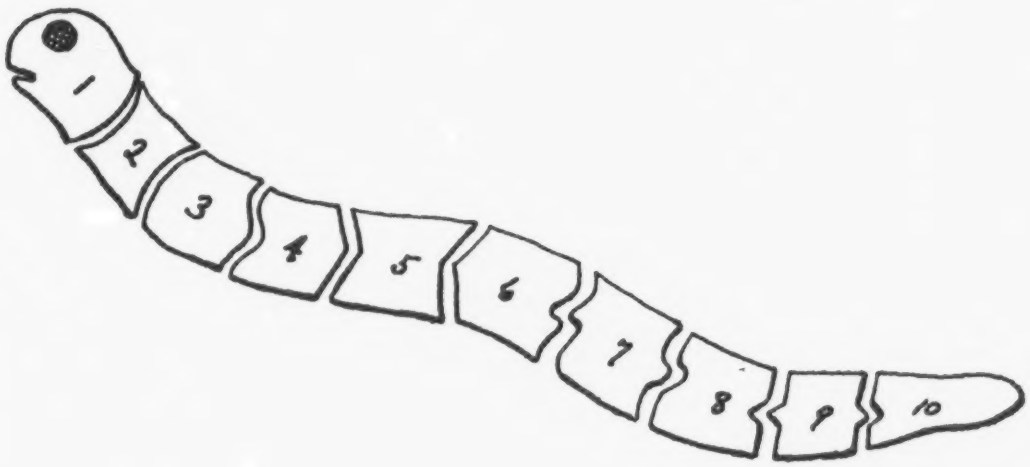
Number Worm

What You Are Teaching: Number names, counting in sequence.

Materials Needed For Teaching: Heavy cardboard, magic marker, scissors.

What You Do: Construct a number worm as illustrated. Cut each section (1-10) so that the numbers will *only* fit when arranged in consecutive order. That is, the two (2) will only fit to the one (1), like puzzle pieces. Children will discover sequence of numbers as they fit together the number worm.

What To Talk About: Number name, sequence.



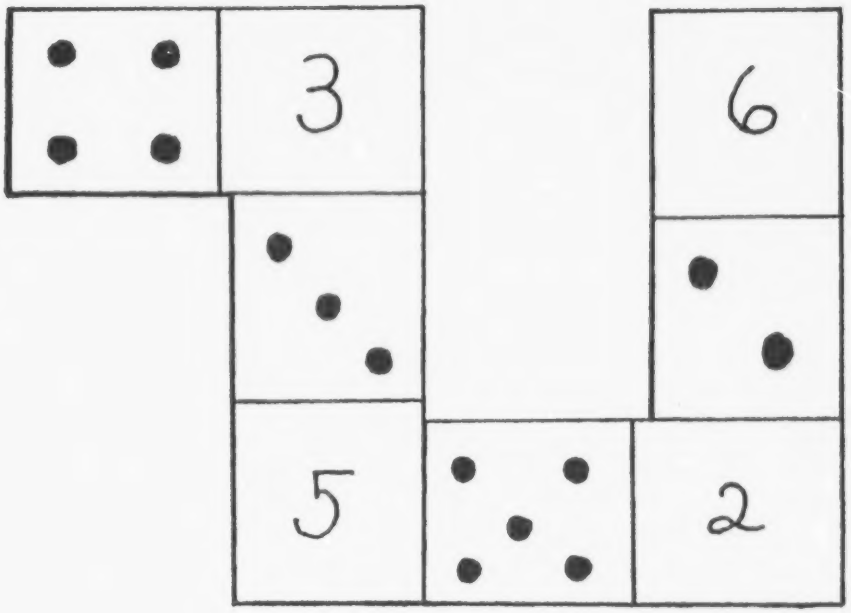
Dominoes And More

What You Are Teaching: Number concept matching.

Materials Needed For Teaching: Egg cartons or foam meat or vegetables trays, magic marker, scissors.

What You Do: Cut dominoes from the flat surface of egg cartons or meat or vegetable trays. Mark one end of the dominoes with dots 1-10. Write figures 1-10 on the other side of dominoes. Put a figure that is different from the number of dots on the dominoes. Children may match dots with corresponding number.

What To Talk About: Matching, number concepts, numerals.



Clothespin-Milking Game

What You Are Teaching: Counting, number names, ordinal numbers.

Materials Needed For Teaching: Empty, washed out half-gallon jug, clothes pins, magic marker.

What You Do: This is a game that not only is fun for children, but I suspect will also be played by adults. Use an empty, washed out milk jug and five clothes pins. On the clothes pins, put one dot on the first with the number name, one, on the second put two dots with the number name, two, and so on for the five clothes pins. In the beginning it is best to disregard the dots and numbers until the child becomes skilled at standing over the jug and dropping in a clothespin, so that it drops through the opening of the jug. After the child has become skilled, the child may be asked to drop them in order. Work with the child to show that the clothespin with one dot is first, the clothespin with two dots is second, etc.

What To Talk About: Number names, counting, ordinal numbers.

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Telling Time And Numbers

What You Are Teaching: Telling time, numbers, planning future events.

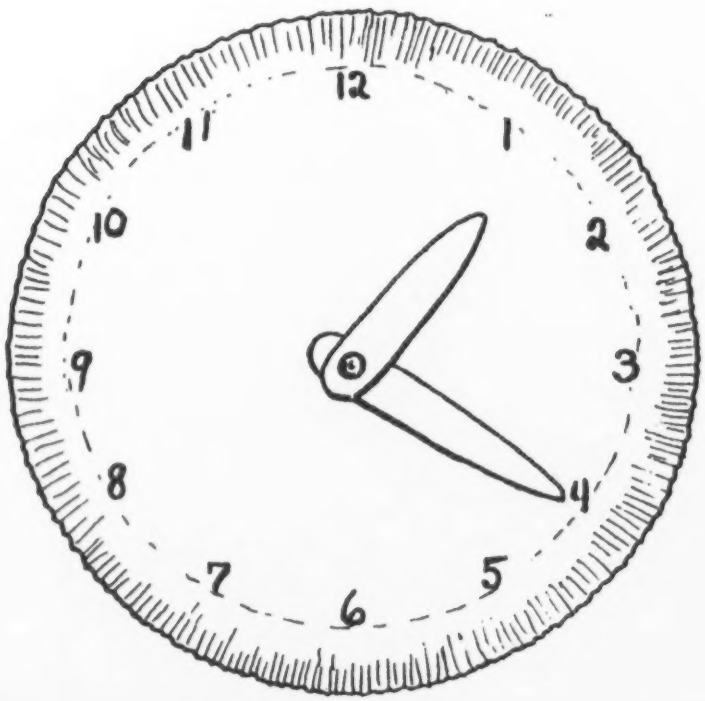
Materials Needed For Teaching: Paper plate, cardboard, magic marker, paper fastener.

What You Do: Help the child tell time, learn numbers, and anticipate future events. Help the child make a clock of his own. Number a paper plate like a clock face. Cut two clock hands from cardboard. Fasten the hands to the paper plate with a paper fastener so that they will move. This is the clock and a child may use it in several ways.

A. Encourage the child to count the numbers from one to twelve using his finger to point to each number as he counts.

B. Help the child recognize time. Plan a future event and set the child's clock for the time of that event. For example: "We will go outside at two o'clock. Let's set your clock for two. Now when the wall clock looks like your clock we will go." This not only helps the child to tell time but is useful in helping the child anticipate future events.

What To Talk About: Time, numbers.



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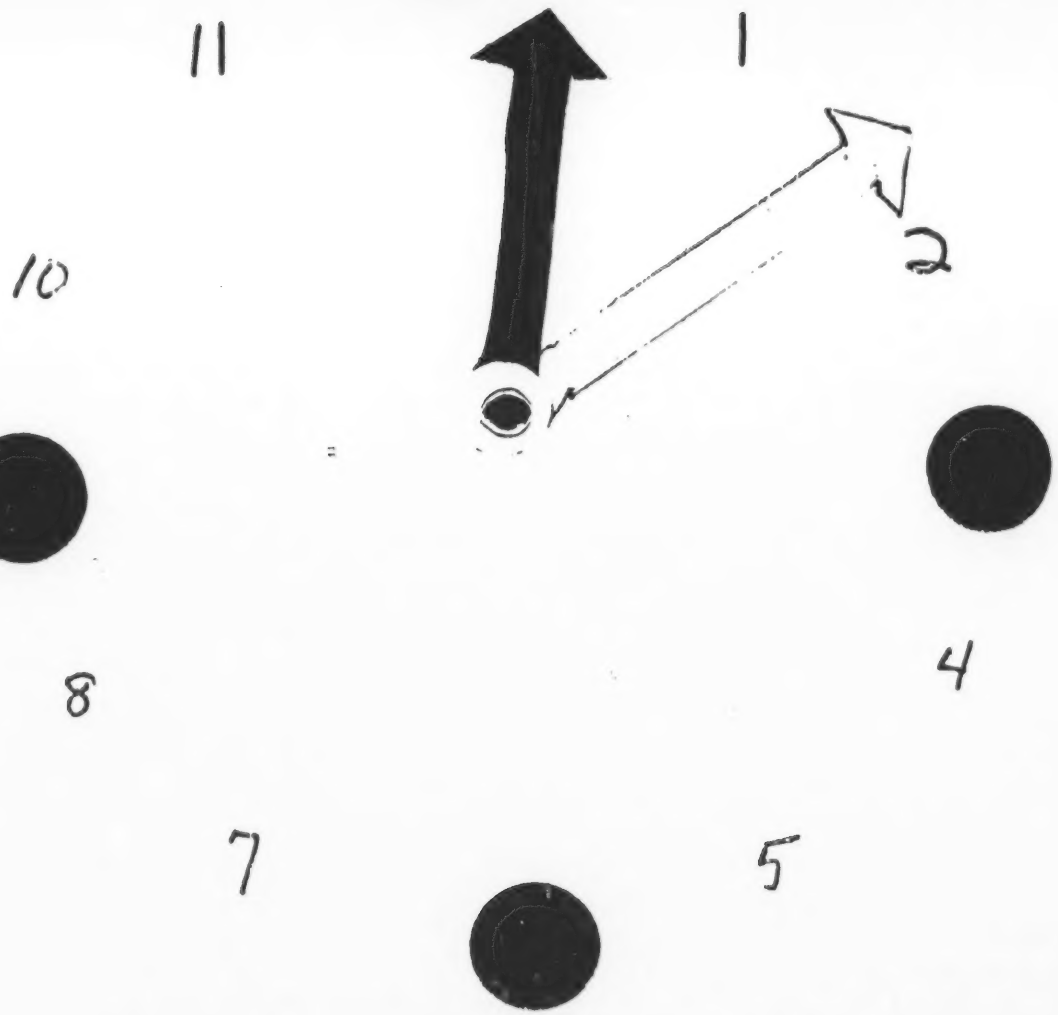
Use Paper Plate
Stickers
Paper hands
reinforcement ring
wire brad



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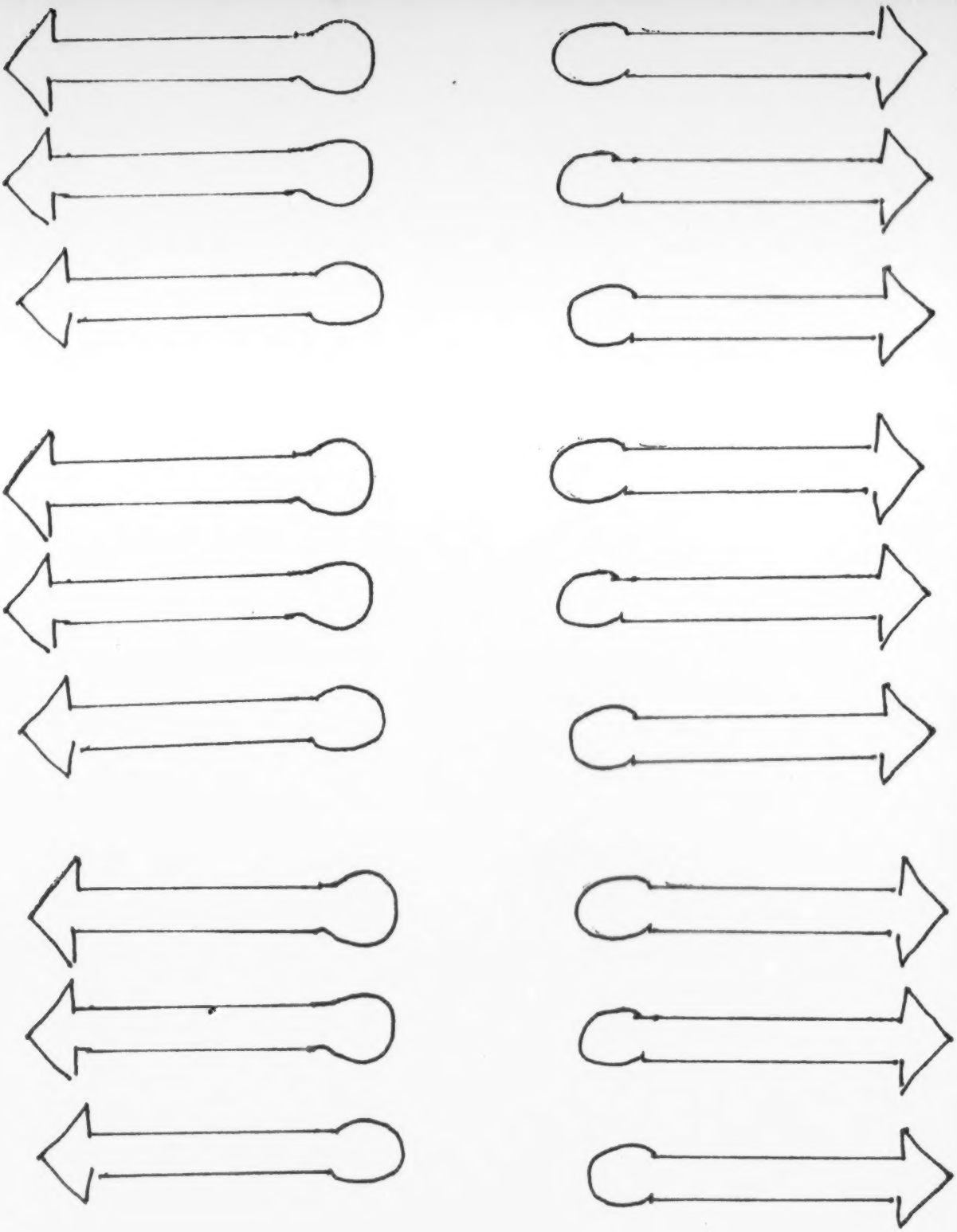

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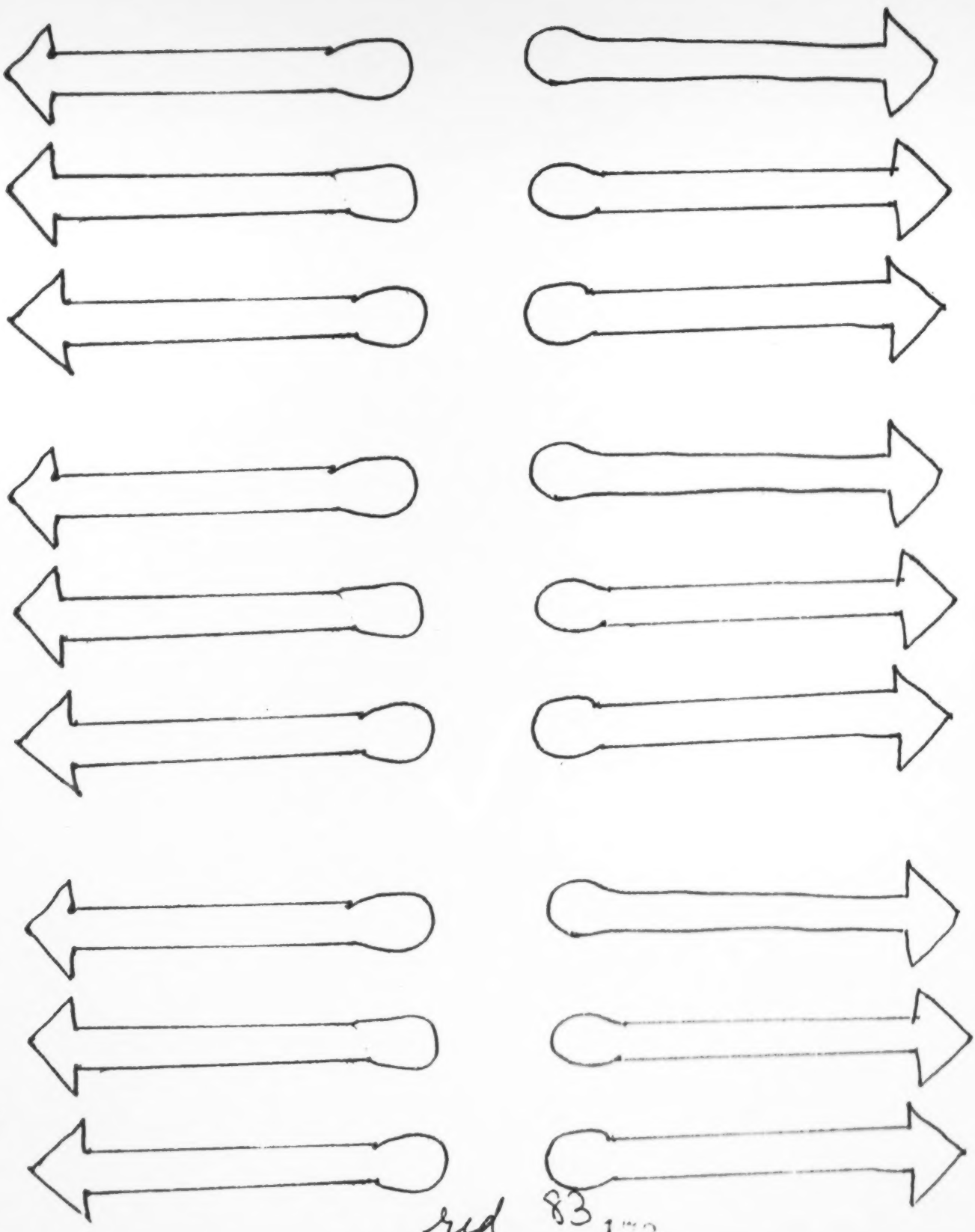

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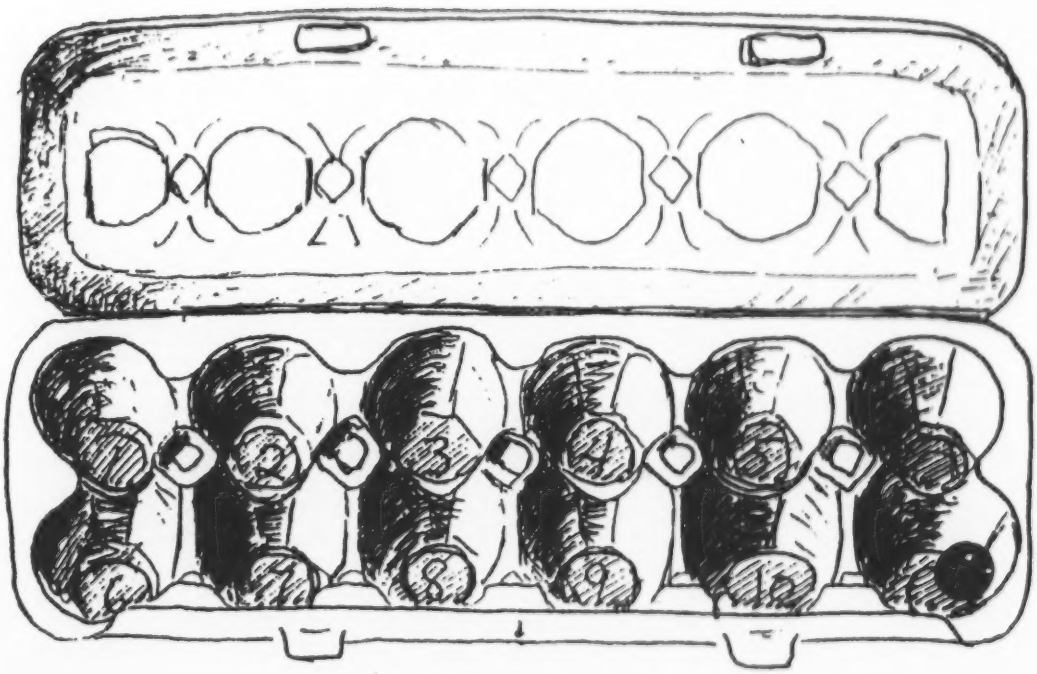
Egg Carton Game

What You Are Teaching: Recognition of numerals.

Materials Needed For Teaching: Empty egg carton, marble or rock, magic marker.

What You Do: Number the egg cups in an egg carton 1–5 on top row and 6–10 on second row. The one remaining cup on the top and bottom row are left empty. A child may put a marble in his egg carton close the top and shake. The child then opens the carton and identifies the number of the cup in which the marble has fallen. If the marble lands in a cup that is not numbered, she gets another turn.

What To Talk About: Counting, number games.



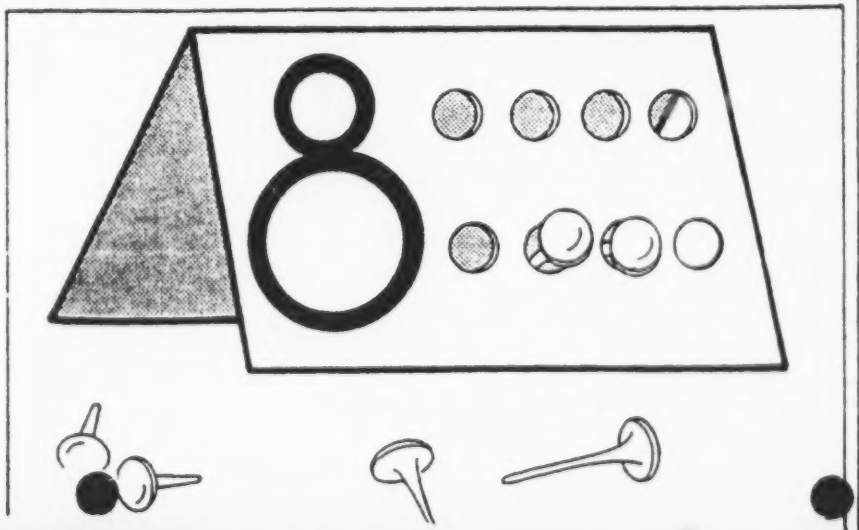
MATH/SCIENCE STARTERS

NUMBER PUNCH

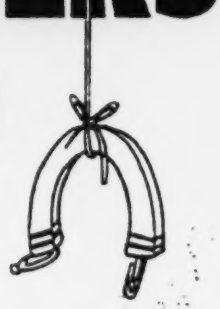
Cut posterboard into 10 long, narrow tent shapes. Write one numeral (1 - 10) on each tent and punch the appropriate number of holes on each one. Have a box of 55 golf tees. Set the number tents and tees on the table/floor and let the children put the tees into the holes on the cards.

To extend this idea, have the children read the numerals on the cards, count the tees, arrange the cards in order, and so on.

VARIATION: Play *Feel and Count* with the older children. Texture each of the numerals on the cards by drizzling glue along each numeral and sprinkling it with sand. Let thoroughly dry. Have a child close his eyes. Give him a card and let him feel the textured numeral. Can he name the numeral? Then open his eyes and look at it. Close his eyes again and feel all of the holes. Count aloud as he feels them.



MAGNET FUN



MAGNET SURVEY

Hang a magnet low over a table. Set two trays on the table for sorting magnetic and non-magnetic objects. Have the children bring objects from around the room over to the table. Touch each object to the magnet. If it is attracted, then put the object on the first tray; if it is not attracted, then set it on the other tray.

Each day take time to examine the objects on the two trays and then return them to their place in the room.

CAPTURE THE CLIPS

Fill a plastic tub about half full of sand. Mix in lots of metal paper clips. Set the tub on a table. Have several magnetic wands or magnets near the tub.

Let the children move the magnets across the sand and pick up some of the paper clips. Take the captured clips off of the magnets and put them in a small container. Mix up the sand a little and move the magnets across the sand again to capture more clips. Continue until all of the clips have been captured. EXTENSION: Mix other objects with the sand such as metal washers, ball bearings, magnetic bingo chips, and so on. Sometime you might want to mix magnetic and non-magnetic objects in the sand.

Week VIII LET'S PRETEND

Goal: Use the imagination to build language and reading skills

STORY: Let's Pretend by Jan Marzullo
Read the Story aloud taking time for the children to act out some of the animals

Following the story children go with the volunteers for a brief program

PARENT PROGRAM

Objectives:
A. Parents learn how to set up play experiences which encourage the child to imagine and act out ideas.
B. Learn to use TV to foster the development of imagination in children. Using TV to assist in active learning rather than as a passive pastime.

What do you need to promote creative thought? A box with old hats, materials, big shirts, old curtains and old jewelry.

Why encourage pretending: It lets children act out future roles and try them on for size (Mommy, Daddy, career choices). Lets children work out emotional stress in a protected environment (especially with dolls and puppets). Parents can learn a lot about their children's interests by listening to stories they tell during dress up time. Let's Pretend times can be good language development times.

- Have a tea party with the child
- Play with trucks, dolls, blocks and tell stories about the toy's activities
- Sing songs together
- Make a paper bag puppet to tell a story about the child . **IT'S FUN**

Show parents what is in the Let's Pretend box and ask how they might suggest activities to do.

TELEVISION: When do you let your children watch it? Do you follow up the programs with the questions about the content of the shows? If an activity is suggested do you try it out with the children? Explain that we will watch a segment with the children and follow it up with activities and discussion.

Show parents how to make bumble bee puppet and paper hats. (see attached)

Using Paper plates, colored paper, folded newspaper, paper bags, show parents how to make a paper hat. It can be as fancy or plain as the person wants. While making it, tell how the person might wear it and why. Model behavior so that parents can repeat it to their children.

CHILDREN'S PROGRAM

Objectives:
- Children pretend to be different animals and insects
- Children learn to improvise, learn what something is by acting it out

VOLUNTEERS: Read animal poem and play the song on the tape recorder. Have children act out each verse. After reading each verse of the poem ask the children how they thing the animal looks and acts - have them do it rather than explain it.

ANIMAL POEM BY PAM BEALL

I'm a little kitty,
I love to tippy toe.
Won't you do it with me?
Ready now, Lets go.

I'm a little rabbit
I live to hop, hop, hop.
Come on and do it with me
It's fun; we'll never stop

I'm a great big elephant,
I take big steps so slow.
I'd love to have you join me,
Ready now? Let's go.

I'm a little dog,
I love to run and run.
If you would do it with me,
We could have such fun.

BUMBLE BEE Activities (See attached sheet)

Use activities which are most appropriate for the group

Ask the children to show you their happy faces, sad faces, angry faces. How can you tell when a grown up is sad , happy, angry what do they do?

Ask if someone can be the sun? the Wind? Rain? A lion? etc.

Play audio Tape : Animal Walks Have the children act out the animals.

Use the Let's Pretend box and dress up in different outfits. Pretend they are the characters they dress up as.

Rejoin Parents

PARENT/CHILD PROGRAM

Objectives:

A. Watch the video on imagination
B. Use the dress up box to dress up like some of the characters the children did on the TV show.
C. Make a hat to take home

1. Let children choose a costume and the parent as well act out what they are for each other and the group or follow up on the imagination pieces of the video - Be "S" words etc.
2. Make a hat out of paper bags, plates, colored paper, ribbons etc. Have a hat show. Children act out what the person does who wears the hat

LIBRARY TIME give folks a chance to choose books with their children

Take home hats, makings for bee puppet and other follow-up activities and Reading Record

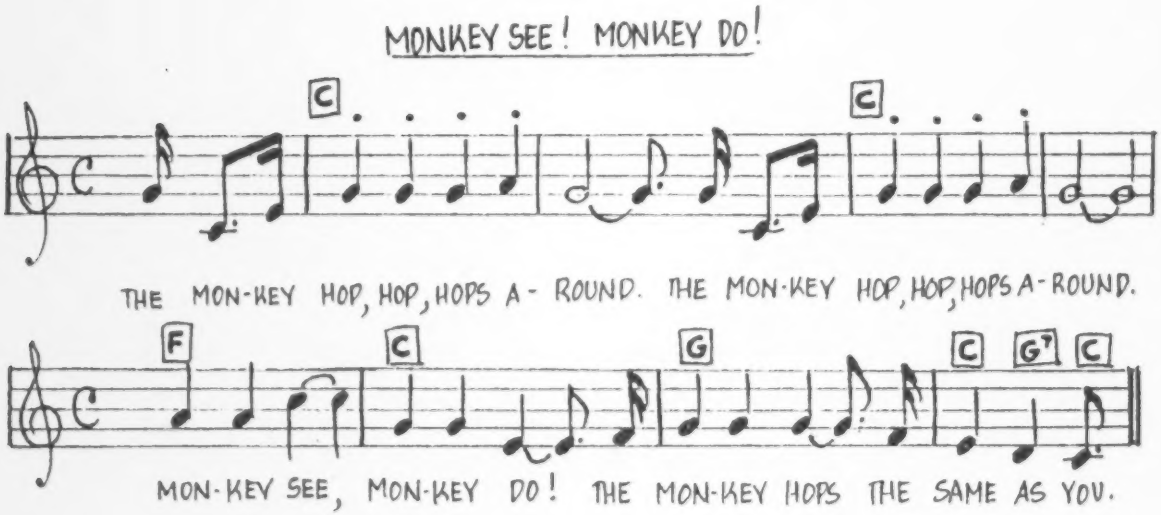
Monkey See! Monkey Do!

Ages: 2½–6 years

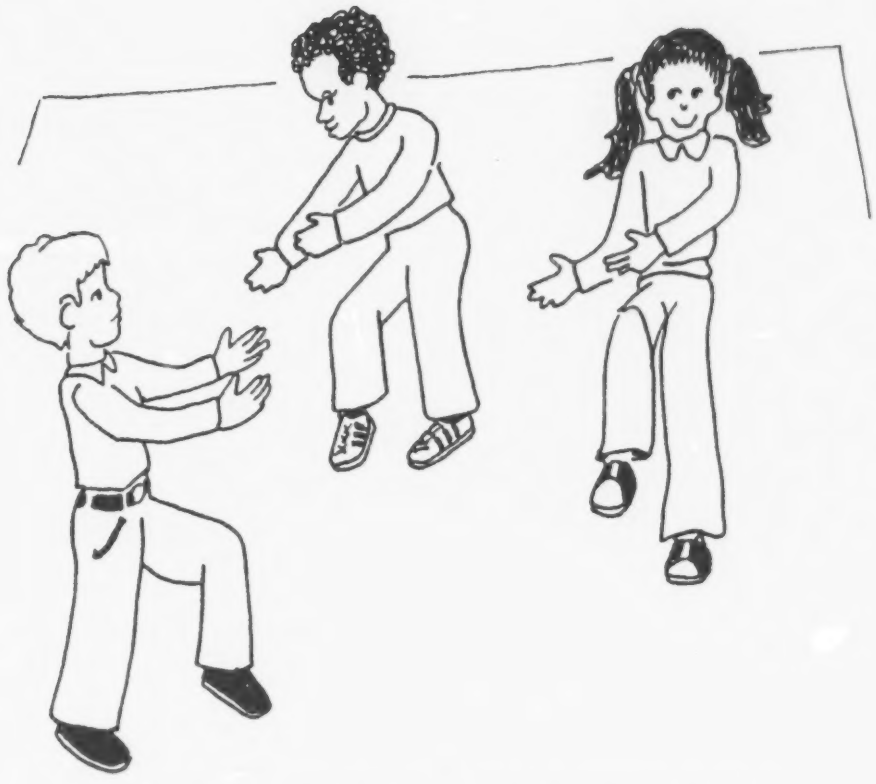
Benefits: Body awareness (imitation of movement)
Balance and rhythmic coordination of body
Match of actions to their verbal labels

In Variation #1: Children practice opposites with language, actions, words.

Directions: Children can perform this game in a circle, but it is better if children scatter so they have room to hop and jump. Children may learn the song by having the teacher sing a line with actions, then children sing the line with actions. See music with directions below.



Repeat with spins, jumps, runs, kicks, shakes, wiggles, etc., whatever children choose.



Variation #1: Children practice singing and doing opposites.

Examples:

The monkey talks real loud, LIKE THIS!
The monkey talks real soft, like this [whisper].
Monkey see, monkey do! The monkey talks the same as you.

The monkey jumps real high like this [big jump]
The monkey jumps real low like this [tiny jump]
Monkey see, monkey do! The monkey jumps the same as you.

The monkey stomps his foot like this [stomp hard]
The monkey stomps his foot like this [stomp softly]
Monkey see, monkey do! The monkey stomps the same as you.

Variation #2: Each child takes a turn being the leader.

Comments: This is a good rainy-day song, because it can provide a good workout (depending on the actions selected) in a short time, and provide a means for untensing those large muscles.

Tiger Ball

Ages: 2–4 years

Benefits: Attention building (tracking the ball)
Listening for a signal
Social give and take
Eye-hand coordination

Equipment: A large ball

Directions: Children sit in a circle (a small circle of five to eight children provides more learning opportunity). If the group is large, divide into two or three circles. Children chant the following verse:

Tiger ball, tiger ball,

Where it stops, no one knows.

If you're caught holding it,

You become a tiger.

On the word, "Tiger," whoever is holding the ball at that moment must lose a turn, and sit in the center of the circle. Children do not mind this penalty in the slightest because they are the center of attention and because their time out is very brief.

Comments: This game, while very, very simple, is a great delight for little children. It teaches them, in the gentlest way, something about cooperation through simple give and take.

LITTLE BEEHIVE

Here is the little beehive. (Make a fist.)
Where are the bees?
Hidden away where nobody sees.
Soon they'll come creeping out of the hive.
One, two, three, four, five. (Hold up fingers with bees.)

BIG YELLOW BEE

Stretch the children's imaginations.
Using the patterns make a bee bag puppet. Teach your children the rhyme. Once they know it, let them take turns substituting something else for the cane that the bee is carrying under his arm.

BIG YELLOW BEE

A big yellow bee flew out of the barn.
He carried a cane under his arm.
As he went `buzz, buzz, buzz' around the yard.

I'M BRING HOME A BABY BUMBLE BEE

I'm bringing home a baby bumble bee.
Won't my mommy be so proud of me.
I'm bringing home a baby bumble bee.
Ouch!! He stung me. Yes sir eeeee.

Week IX COOKING WITH KIDS

Goal: Help parents utilize cooking as a way to build reading and math skills while working on self-esteem, responsibility and safety

BEGINNING

Objectives: 1. Predict outcomes, draw conclusions
2. Think about nutrition

STORY : Stone Soup Flannel Board Story or story board

DISCUSSION QUESTIONS:

1. Why did the people not want to feed and house the soldiers ?
2. How did the soldiers trick the people into feeding them?
3. Did the stones really make the soup?
4. When we cook together what must we do to cooperate?
5. Would the soup have been as good if it was made with potato chips and soda?

PARENTS' PROGRAM

Objectives: 1. Parents talk about concerns with having kids in the kitchen - how to do it without an argument.
2. Plan how to work with children in cooking, detail what they can do at each age.
3. Kitchen safety tips.

A. Pass out recipes for no-cook cooking (ideas welcome)
B. Talk about kitchen safety
C. What can children learn about reading, math, sharing and responsibility from helping in the kitchen? What problems come up with kids in the kitchen and how can we deal with them in a positive way.
D. Tasks even young children can do: spreading, counting items, getting items, stirring, picking up, following directions. Later: cutting, measuring
E. Teaching about cleaning up and putting away
F. Nutritional snacks and economical snacks

CHILDREN'S PROGRAM

Objectives:

1. Practice washing hands before fixing food
2. Learn about following directions
3. Practice setting a table
4. Hear about what foods are good for you

Read: Green Eggs and Ham
Talk about what children like to eat and what is good to eat to grow
Story Board Story: Chicken Soup
What makes chicken soup good?

Mural : Children draw a long mural on shelf paper of the foods they like to eat. Volunteers put stars on the foods which have important times like vegetables, fruits, milk , proteins in them.

Everyone wash hands Then set the table for the buffet

Sing a **Food Song** , Here we go round the Mulberry Bush would be a good one to teach and sing while setting table (Cloth, napkins, plates and cups at one end of a table). There was an Old Lady who swallowed a fly, Johnny Appleseed, Five Green Apples, Peas Porridge Hot, Polly Put the Kettle On (Sharon, Lois and Bram Audio Tape side 1)

TOGETHER

Objectives:

1. Practice working with children on a cooking task
2. Use the buffet as an opportunity for parents to teach children about manners at a party (wait turn, sit in chairs to eat, be polite)

Each family group will prepare one item of the buffet:

Ants on a Log (celery, peanut butter and raisins)
crackers and cheese
sandwiches
no-bake cookies
fruit punch with fancy ice cubes
See Additional Recipes at end of this plan, choose which you would like to do with your group.

Supplies:

Measuring spoons and cups, plastic bowls, plastic knives, spoons,

Process: Each family will prepare an item, present it on a plate and put it on the table, clean up their preparation area, wash hands before and after food preparation. Each family will tell the whole group how they made their food item. While folks are eating we will hear another story: Gregory the Terrible Eater. Or use the Reading Rainbow Video of the Book.

Before the buffet, it would be a good time to talk about table manners and party manners and saying please and thank you.

More Recipes

FRIENDSHIP MIX

YOU'LL NEED

Variety of bite-sized crackers
Pretzel circles
Raisins
Muffin cups

TO MAKE:

1. Have the children mix all of the ingredients in several large bowls.
2. Using small scoops, put your FRIENDSHIP MIX in muffin cups.
3. Put the muffin cups on trays.

GRAHAM GOODIES

YOU'LL NEED

Graham crackers
Peanut butter
Bananas
Pears
Cinnamon

TO MAKE:

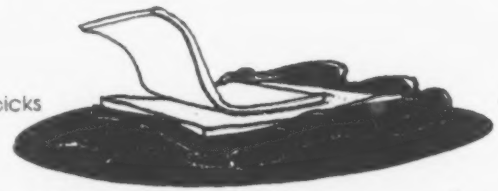
1. With dull knives spread peanut butter on the graham crackers.
2. Peel the bananas.
3. Slice the bananas.

4. Core the pears and slice them into thin sections.
5. Put the fruit on small plates and sprinkle with a little cinnamon.
6. Let the children help themselves to the peanut butter crackers and then top them with the fruit of their choice.

LETTUCE ROLL-UPS

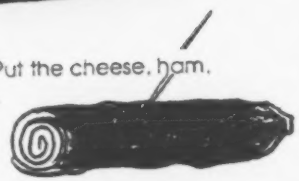
YOU'LL NEED

Lettuce leaves
Cheese
Ham
Turkey
Rounded toothpicks



TO MAKE:

1. Wash and dry the lettuce leaves.
2. Lay the lettuce leaves on the table. Put the cheese, ham, or turkey in the middle of the leaves.



3. Roll-up the lettuce leaves.
4. Poke a toothpick through the middle of each ROLL-UP.
5. Put the ROLL-UPS on several plates.

CIDER PUNCH

YOU'LL NEED

6 cups apple juice
Cinnamon stick
1/4t nutmeg
3T lemon juice
Grated lemon peel
18oz unsweetened pineapple juice

TO MAKE:

1. Pour the apple juice in a saucepan.
2. Put the cinnamon stick in the juice.
3. Heat the juice.
4. Add the remaining ingredients and heat some more.
5. Serve warm or iced.

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Sandwich Cut-outs

EASY-TO-DO ACTIVITY

Equipment: Different shaped cookie cutters (with good sharp edges) or a sharp knife to make squares, triangles, diamonds and other straight-sides shapes. **Supervise the use of sharp knives.**

Knives to spread fillings.

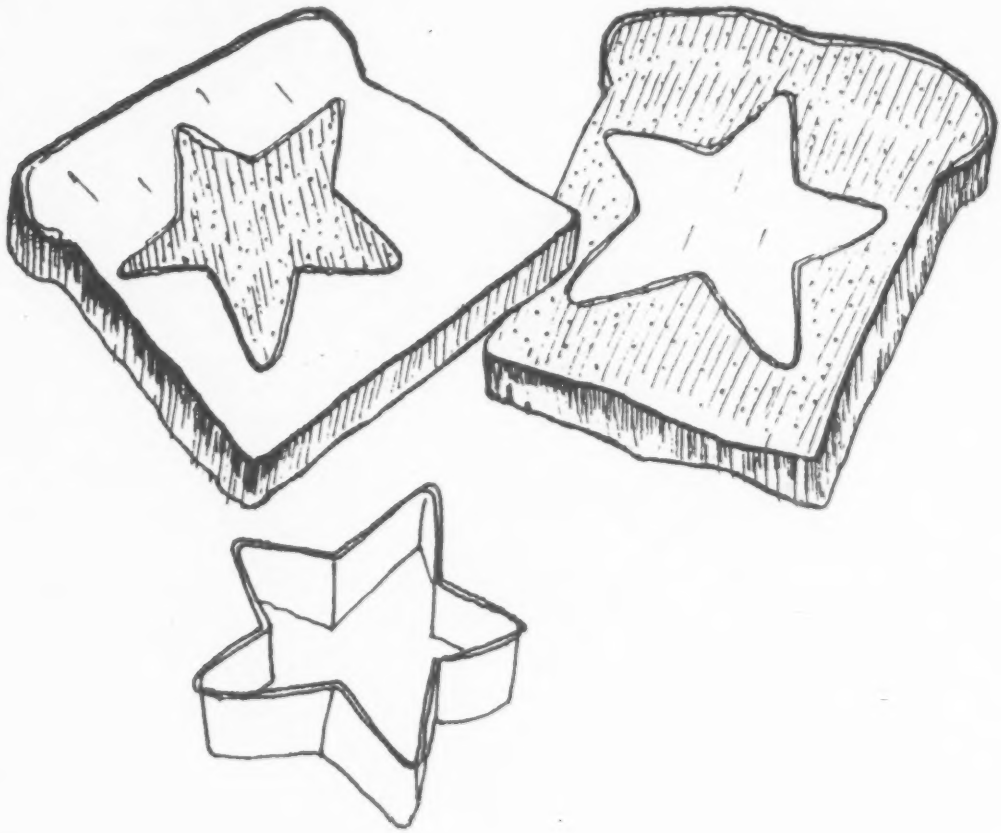
Ingredients: White bread (sliced)

Whole wheat bread (sliced)

Peanut butter, cream cheese, jelly, or other suitable sandwich fillings.

Directions: With cookie cutters or the sharp knives, cut out shapes from half of the white bread. Cut out the identical shapes from half of the whole wheat bread. Fit the whole wheat cut-outs into the holes in white slices and the white cut-outs into the cut whole wheat slices.

Spread the remaining bread (both white and whole wheat) with desired filling and place a two-toned sandwich cut-out piece on top of each.



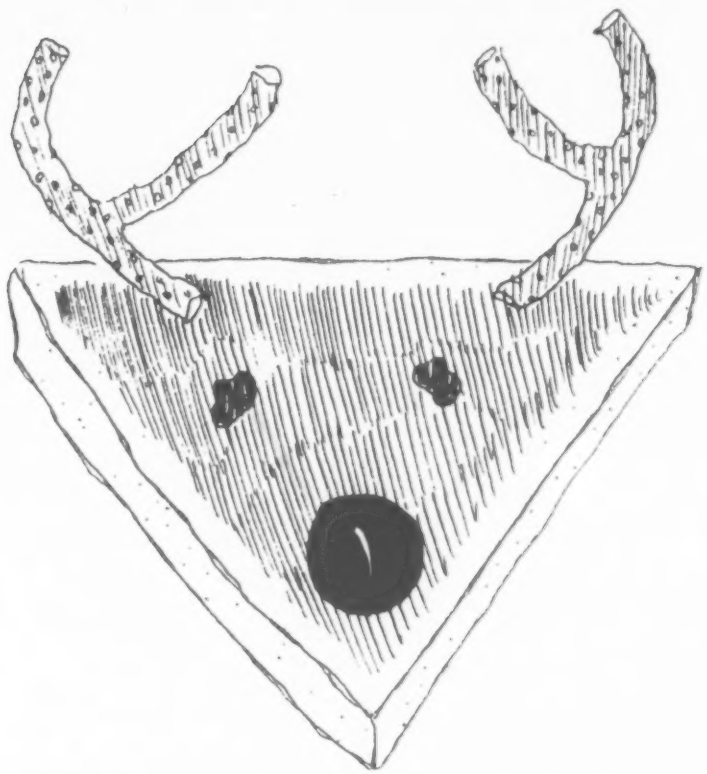
Peanut Butter Reindeer

Equipment: Knife for spreading peanut butter
Knife to cut bread—**used with supervision**

Ingredients: Peanut butter
Raisins
Candied cherries sliced in half
Regular pretzels—one for each reindeer
Slices of white or whole wheat bread

Directions:

1. Cut the slices of bread in half on the diagonal. Crusts may be left on or off.
2. Spread each diagonal piece of bread with peanut butter.
3. Break each pretzel in half carefully so that the resulting pieces resemble the antlers of a reindeer.
4. With the diagonal cut as the top of the reindeer's head, put the pretzel "antlers" in place; add raisin eyes, and place a candied cherry (already sliced in half) rounded side up on the bread as a nose.



Comments: Fun and good enough so you should probably prepare two per child.

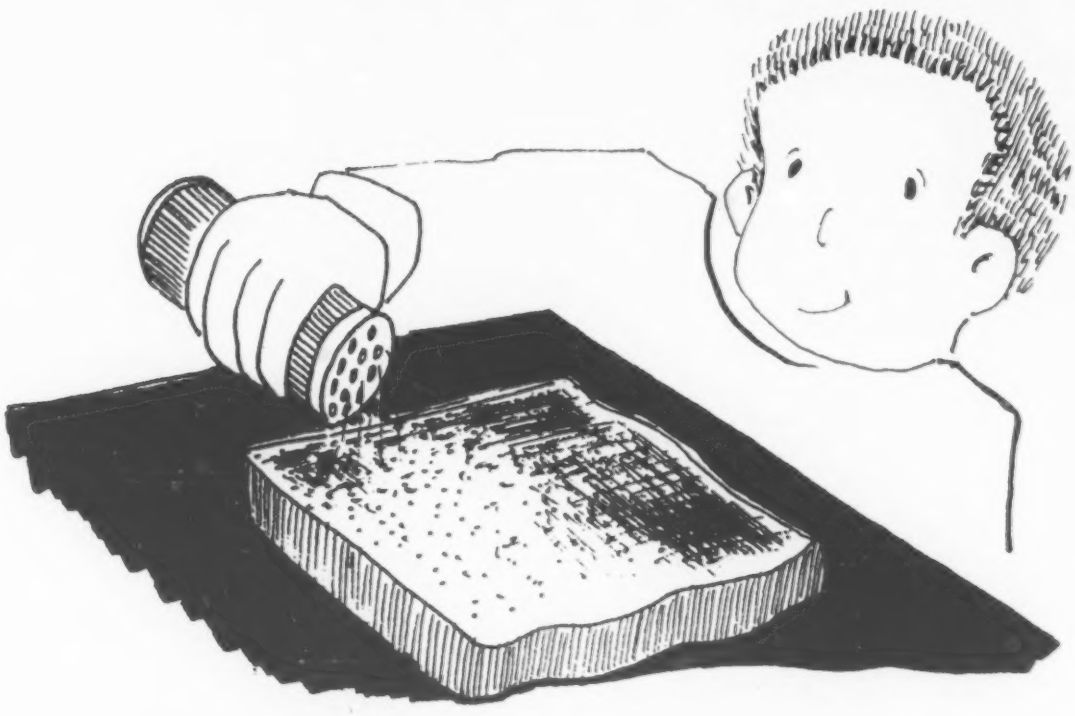
Cinnamon Toast

Equipment: Some provision for toasting bread: an oven, a broiler oven, or a toaster; and an oven for keeping it warm. **(Used only by an adult.)**

Ingredients: A slice of bread for each child
Softened butter or margarine
A mixture of cinnamon and sugar in 1:3 ratio

Directions: Place bread on baking sheet. Place in a hot broiler (or toaster, etc.) with the tops of the bread about three inches from the source of heat. Toast until golden brown. Remove bread from broiler and turn slices over.

Spread softened butter or margarine on the toasted bread and sprinkle with the cinnamon-sugar mixture. Keep warm in oven until ready to serve. Cut in half diagonally.



Comments: Especially good on cold winter days with hot cocoa.

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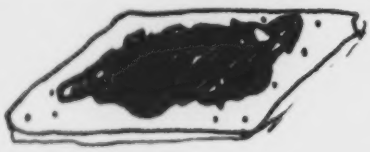
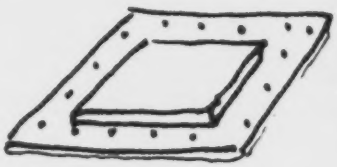
Easy Spreads

EASY-TO-DO ACTIVITY

Crackers with peanut butter



Crackers with cheese



Graham crackers with frosting (decorated)

Graham crackers with butter (decorated)

Potato chips with cottage cheese

Bagels with cream cheese

Kitchen Rules

1. Wash your hands
2. Read the recipe
3. Collect ingredients
4. Measure Carefully
5. Follow the recipe
6. Be careful with knives
7. Clean up afterwards

Enjoy!

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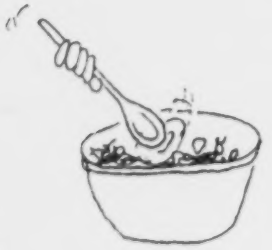
No-Cook Cooking for Kids!



Recipes from:

Kids In the Kitchen
by: Nellie Edge

Kids Like to Cooks
by St John's Boys' Choir

A Family Literacy Project

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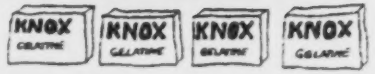
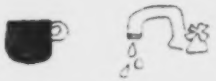
Finger Jello

3 packages flavored jello

3 cups boiling water

4 packages knox gelatine 

1 cup water 

To Dissolve jello in boiling water.

Dissolve unflavored gelatine in cold water.

Mix everything together.

Add 2 tablespoons lemon juice and stir.

Pour mixture into large cake pan.

Finger Jello cont'd.

Chill in refrigerator for about 10 minutes.

Cut into squares.

Eat with your fingers!

Yummies for Tummies

½ cup cocoa
1 cup honey
1 cup peanut butter
1 cup shredded coconut
1 cup raisins
1 cup sesame seeds
1 cup sunflower seeds

Mix and chill.

Graham Cracker No-Bake Cookies

1 cup raisins
1 cup chopped dates
¼ cup honey
10 graham crackers

Pour raisins, dates, and honey into a mixing bowl.

Place graham crackers in a plastic bag.

Crush these with a rolling pin.

Add to honey-fruit mixture until dry enough to roll into balls.

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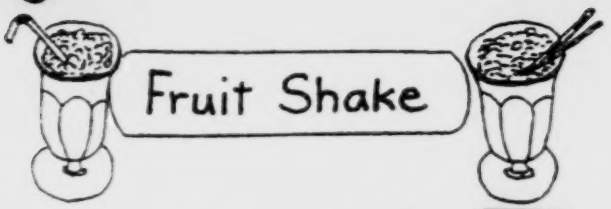
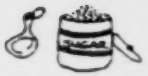
Fruit Shake



1 cup powdered non-fat dry milk

3 cups chilled fruit juice

1 Tablespoon sugar



ice cubes or cracked ice

Combine ingredients in a blender.

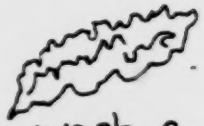
Blend until creamy.

Serves 6.

Salad

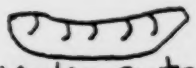
peel a banana

wash an apple



wash a lettuce leaf and pat dry

cut apple into thin slices



Make cuts in banana

place lettuce on a plate

put banana on lettuce
push apple slices into cuts
use raisins for eyes

Caterpillar Salad

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Stone Soup

- 1 large, very clean stone
- 4 cups water
- 3 large carrots
- 3 potatoes
- 2 onions
- 1 can tomatoes
- 1 can corn
- 1 can peas
- 4 teaspoons beef bouillon
- dash of salt

Heat water in a large pot.

Stone Soup cont'd.

Add the stone.

Peel and cut up carrots, potatoes, onions, and celery.

Boil these ingredients until soft.

Add tomatoes, corn, peas, and bouillon.

Add salt and boil 10 minutes.

Remove the stone.

Serve with crackers.

"Stone Soup" is a popular folk tale.

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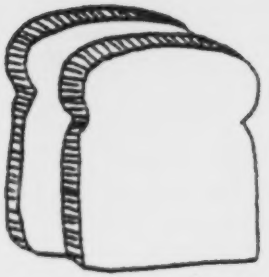
CANDY

2 T. 2 T. 3½ tsp. 3½ tsp.

Stir Roll into balls Roll in Wheat Germ

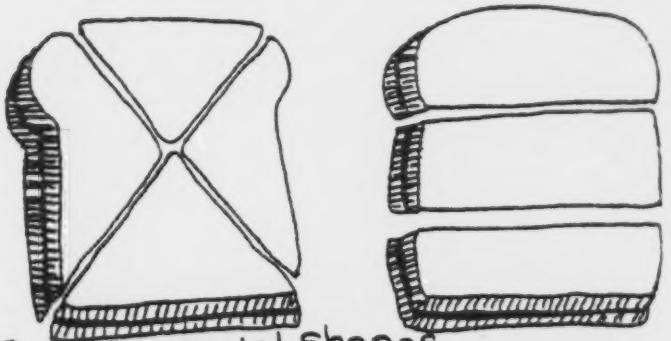
No Cook Candy

SANDWICHES



Spread with butter and your favorite filling.

use two slices of bread per person



Cut into special shapes
Serve on a fancy plate

Party Sandwiches

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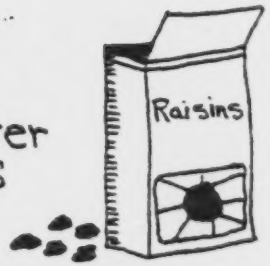
Snacks

Wash an apple

cut into sections

spread peanut butter on the sections



sprinkle with raisins

"Ants on the Moon"

"Ants on a log"

- Wash celery
- Cut celery into 2-3 inch pieces
- Spread peanut butter into curved part of celery
- Place raisens on peanut butter

"Snail Slicks"

Spread soft cheese on a cracker or cucumber slice with a knife

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WHAT IS EFNEP?

The Expanded Food and Nutrition Education Program (EFNEP) brings nutrition information to families around the state.

EFNEP'S ADULT PROGRAM helps low-income families improve the nutritional quality of their diets by:

Guiding
homemakers in menu planning and comparative shopping

Demonstrating
methods of good food preparation

Improving
food storage, safety and sanitation

EFNEP'S YOUTH PROGRAM promotes nutrition education for youth by:

Teaching
principles of food selection and preparation

Helping
young people understand the importance of good nutrition to their growth and health

Providing
opportunities to learn how food is produced, processed and marketed

Most of us find it hard to stretch our food money. If you need help, the Expanded Food and Nutrition Education Program may be for you!

Cooperative Extension Service
Purdue University
West Lafayette, IN 47907

Return To or Call:

PURDUE UNIVERSITY
COOPERATIVE EXTENSION SERVICE
Wayne County Office
County Administration Bldg.
Richmond, Indiana 47374
Phone (317) 973-9291

EFNEP

PURDUE UNIVERSITY COOPERATIVE EXTENSION SERVICE

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FEED FAMILIES BETTER FOR LESS

HERE IS HOW EFNEP CAN HELP YOU:

A Program Assistant will visit in your home. The Program Assistant will talk about making mealtime easy. You will enjoy learning to plan and prepare good meals. You'll also learn to be a "smart shopper" who can buy more with food dollars.

You'll learn about --

- Saving money
- New ways to fix food
- Storing food
- Buying food
- Good nutrition

The program is free to you and your family!

YOU QUALIFY FOR EFNEP IF YOU:

- are a low income family
- have children at home

****

FILL OUT AND MAIL THIS CARD TO RECEIVE MORE INFORMATION ON THE EXPANDED FOOD AND NUTRITION EDUCATION PROGRAM (EFNEP).

NAME _____

ADDRESS _____

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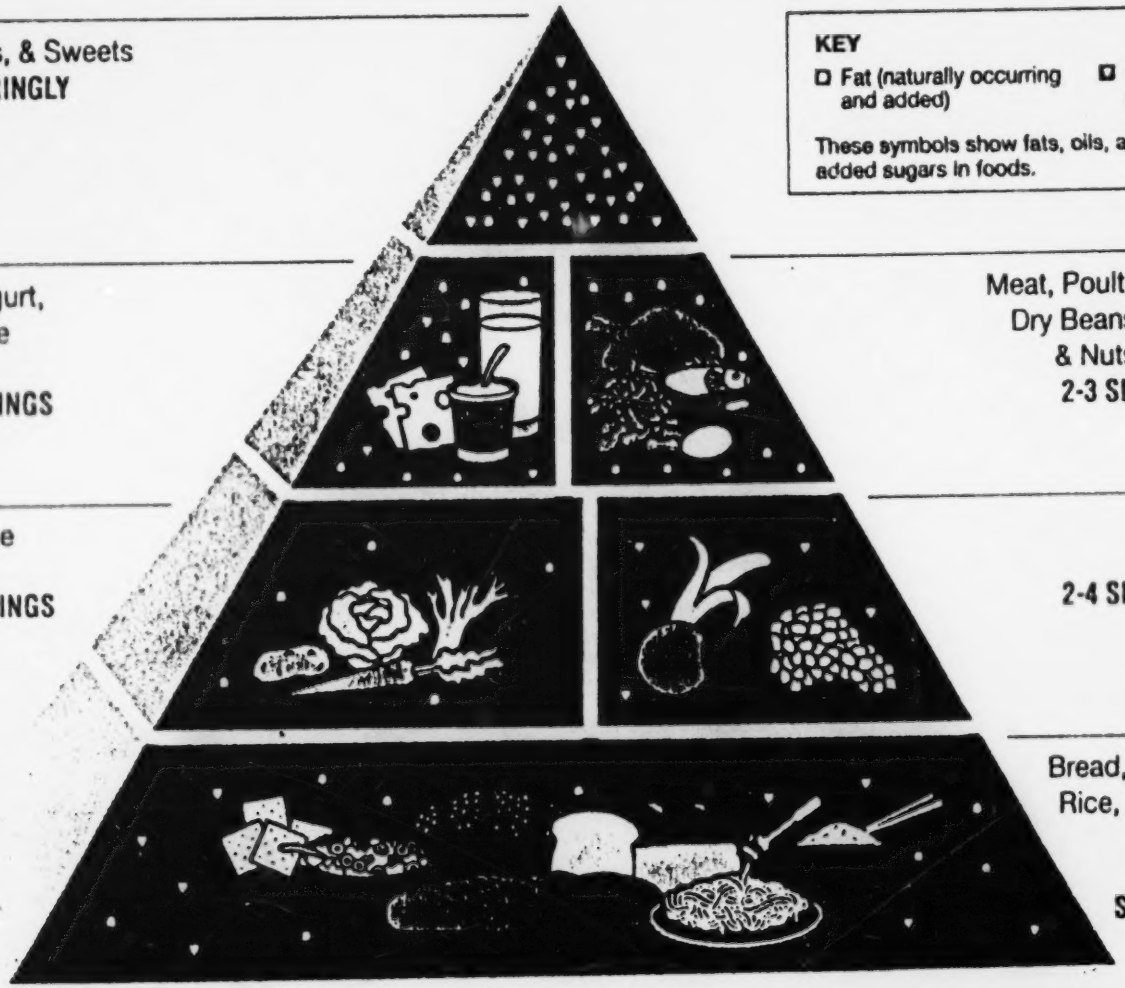
PHONE _____

TIMES TO REACH YOU _____

It is the policy of the Cooperative Extension Service of Purdue University that all persons shall have equal opportunity and access to its programs and facilities without regard to race, color, sex, religion, national origin, age or handicap.

Food Guide Pyramid
A Guide to Daily Food Choices



Provided by
Wayne County Cooperative Extension Service
Phone: 973-9283

Week X. Learning Together II I LOVE A PARADE!

Goal: Parents learn how children's memory, rhythm, language skills, and large motor skills are enhanced through early exposure to music.

Opening Session:

Objective: Set the framework for the workshop and introduce concepts.

Reader asks children and adults if they have been to a parade? What did you see and hear? What was the best part? We're going to make a parade today. But first we're going to hear and see a story about a parade.

READ: Parade, by Donald Crews

Volunteers take children to Children's Program
PARENTS' PROGRAM
Objective: Learn the importance of introducing music as a way to develop coordination, memory and making learning fun.

• Children respond to music even before they are born. Playing music and singing to babies and young children is a good way to introduce language, it is soothing and they like to try to copy the sounds.

• All kinds of music from rap to rock and roll as well as lullabies and classical is interesting to children. Toddlers like marches because they have a strong beat and are exciting.

• Ask for examples of the kinds of music their children like, what they do when they hear it.

• It is easy to learn the alphabet with a song. Rhymes help teach too. Music can build memory both through the beat and the rhymes.

• Give a child a pot and a wooden spoon (ear plugs for yourself) and let them bang. Other household things that can be used as an instrument?

• Early rhymes which build language understanding (Patty-Cake, Trot , Trot to Boston etc.)

Objective: Learn to make the instruments and hats so the parents can teach the children.

Give directions so that the parents know how to make :

Coffee Can or Oatmeal Box Drum
Horn from paper towel roll
Wood rhythm blocks
Folded Paper Hats
Rattles from bottles and seeds
Tambourine sounding instrument from keys or metal buttons.
Xylophone from paper tubes and shoe box

CHILDREN'S PROGRAM
Objective: Experiment with rhythm, sounds, marching

Pre-school Playtime Band audio tape, or tape of marches can be played for the children to play along with the rhythm instruments.

Objective: Children learn how to march to a beat. (Coordination exercise)

Have children line up and walk to sound of a beat, clap beat for them. Speed up and slow down. Put a march on the tape recorder see if they can march to it. • Use Flags to make it more like a parade. • Try to use rhythm instruments to a beat and then to a song (Old Mac Donald's Had a Farm)

If children want another story: Read Little Bear Marches in the St. Patrick's Day Parade

PARENTS AND CHILDREN TOGETHER

OBJECTIVES:
- Parents and children work together
- Parents help children but let children do tasks
- Practice rhythm songs, march with their instruments
- Have fun marching in their own parade.

Parents let children choose instruments to make, show them how to make them and help make them. Children practice with Homemade Band Tape. Parents and Children put on a parade Outside. Make noises with horns , rattles, drums. Use Old MacDonald's for the song or use tape recorder. Wear paper hats, use flags.

Take Home: Instrument, hat, follow-up activities sheet, Reading Record
Free books for third time attenders.

Shoe Box Xylophone

Ages: 5 years and up

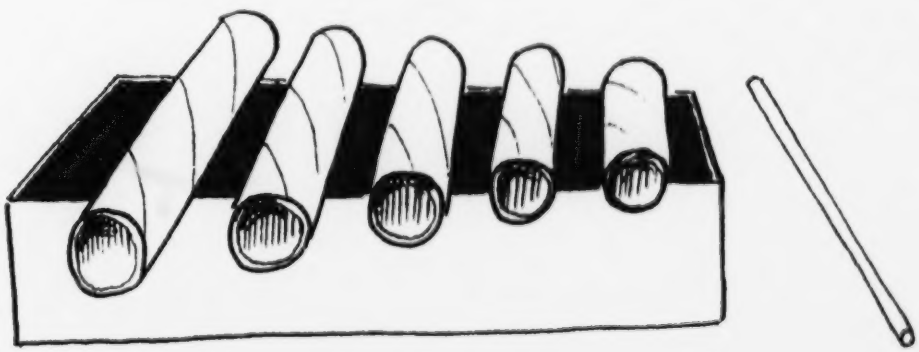
Materials & Equipment:
Shoe boxes
Paper tubes (from waxed paper, paper towels, foil, plastic wrap, etc.)
The sturdier the tube, the better the sound.
Scissors and/or small sharp knife
Paint, crayons, markers, wallpaper pieces, glue, etc. to decorate box
Wooden stick about 12 inches long or a ruler (for use as a mallet in playing the xylophone)
Pencils

Directions: Place four or five of the paper tubes side by side on top of one shoe box. Decide how many will be able to fit, allowing some space on either side of each tube. Then with a pencil, mark both sides of the shoe box under each tube where you will then cut a notch for it to rest in. Proceed to cut these notches carefully with the scissors. The notch should not be more than ¾ inches deep.

At this point the shoe box can be decorated with paint, crayons, markers, wallpaper pieces, etc.

The next step is to cut the tubes into different lengths. (The sharp knife comes in handy at this time.)

Place the longest tube at the left side of the top of the box. The rest of the tubes are placed in order of size from the longest to the shortest. Decorate the tubes also; it strengthens them in the process.



Comments: **Adult supervision is needed if you use the knife for cutting the tubes.** Other than this, children can handle this whole project on their own.

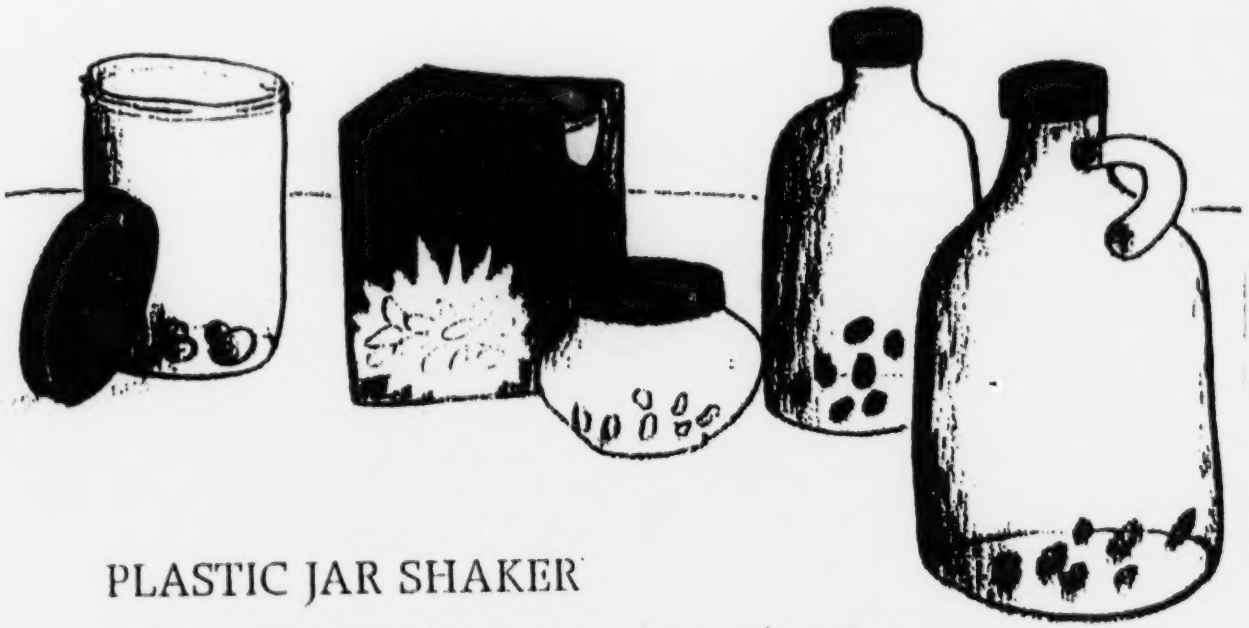
You will be surprised and pleased at the sound that this xylophone produces.

Children will experiment with the relationship between the length of the tube and the sound produced. They will also discover the purpose of a sound box.

"Old MacDonald's Band" is another old favorite we've turned around. Old MacDonald's crazy band plays instruments made from objects you can probably find right in your own home. Shakers are particularly easy to make and can sound every bit as good as real maracas!

Shakers

Here are some "ecology shakers" you can make by recycling household containers. Dried peas, beans, or rice can be used for noisemakers. You can also use seeds or small pebbles.



PLASTIC JAR SHAKER

Drop noisemakers inside the jar and screw the top on tightly. Try a few noisemakers, then try lots of noisemakers. Which sound do you like the best? If you use small plastic bottles, you can make two and play one in each hand. For a different sound, try a large plastic jug.

Hap Palmer - Homemade Band

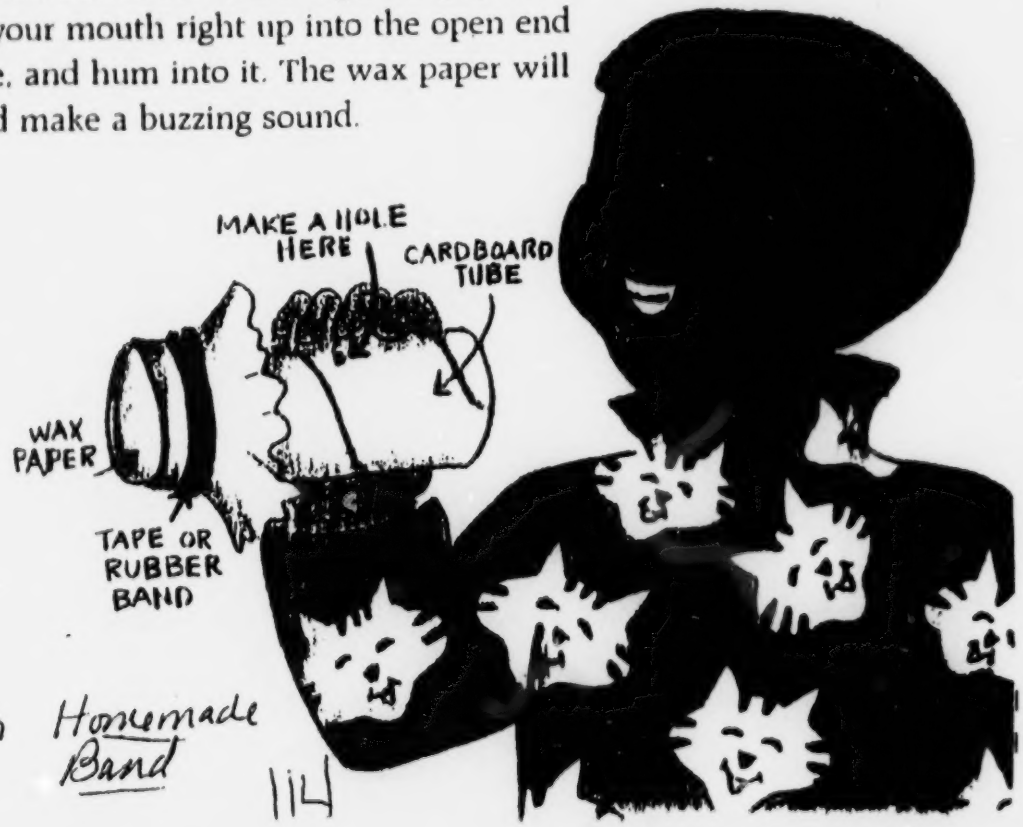
Kazoo

COMB AND PAPER KAZOO

Tape a piece of wax paper or tissue paper over the end of a small pocket comb. Put your lips directly against the paper side. Now, hum a little tune. Try humming into the other side of the comb. Which sound do you like the best?

CARDBOARD TUBE KAZOO

Use an empty cardboard roll from paper towels or toilet paper. Put wax paper or tissue paper over one end of the roll–enough to cover the end and come about an inch down the sides. Tape the paper down tight. Put your mouth right up into the open end of the tube, and hum into it. The wax paper will vibrate and make a buzzing sound.



Hap Palmer Homemade Band

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Week XI. Rain, Bubbles and Rainbows

Goals: Help parents capitalize on children's natural curiosity about science. Let Children explore nature and overcome fears.

STORY: Rain by Crew, Rain by Peter Speir (wordless book may be used later with children)
Video: Weather, also comes with book that may be read.

Do you like storms? Are they ever scary? Today we're going to find out more about what makes weather and make some weather ourselves.

Volunteers take Children to Children's Program

Parent Program:
Objectives:

A. Discuss how to help children use trial and error to learn more about natural world
B. Explore Scientific Method : Observation, Reflection, Hypothesis, Questioning, Testing.
C. Use creative drama and song to learn more about weather, reduce fears.

Parent Discussion:

How much do you know about science?
How do children learn about the world around them?
How can you help them explore?

Set up situations where they can experiment. Soap suds in the dish pan. Playing with cups in the dish water. Mud puddles. Nature walks (follow an ant trail)

Look at what grows in a sidewalk crack - ask the children questions about it, pull out the weeds, let the children look at them and draw conclusions. (This is part of developing the scientific method in children - it comes naturally to them.) If there is time show the Section of Reading Rainbow (part 4) on Experiences.

Give hand out on THE LEARNING CYCLE:

1. Awareness. 2. Exploration, 3. Inquiry (Questions),4. Utilization (putting idea to use)

EXPERIMENTS: Show the parents how to do the science experiments, go over the sheets with them. They will be able to try the experiments at different stations which should be set up around the room ahead of time.

Magnets and iron filings (pull of the poles of the earth)
Making static electricity by rubbing balloon on sweater or hair
Baking soda and peroxide (makes a cleaning solvent and great fizz/chemical reaction)
Air transfer from balloons to water
Vacuum (Keeping paper dry in inverted cup)
Mirror and Rainbows : Let light shine onto mirror, reflect through drops of water outside to see if they can see a rainbow in the water. (Can experiment at home with a hose or sprinkler.)

Always ask what they think might happen before trying the experiment
Then ask what they saw (did happen) Where their guesses (hypotheses) correct?
Parents should also let the children try the experiments for themselves.

Show parents how to make the terrarium to take home. Explain how it demonstrates how clouds form. Ask Children to observe what happens to their plants and report back next week.

CHILDREN'S PROGRAM

Objectives:

A. Learn a concept using trial and error
B. Use Creative Drama to learn more about storms and to overcome fears
C. Sing some Weather songs

These things can be done at activity centers such as:

Dress-up Corner: Try on the clothes that are used to protect from different types of weather

Sing: Rain, Rain go Away, It's Raining It's Pouring
You are my Sunshine

Bubbles: Use dish detergent in bowls
Ask children if they know that there is a rainbow in every drop of water
Let them blow bubbles with straws
Make pictures by popping bubbles on colored paper

Book: Spelrs: Rain Look at the book, let children tell what's happening
Using mural paper, draw weather pictures and tell stories about what is happening in their pictures.

Children should get to at least two of the three centers

TOGETHER:

Parents take their children through the experiment stations

When they have visited all of the stations, Make a plant terrarium with plastic cups, plastic wrap and seeds.

Wrap - up : Let children share their weather stories
Collect and reward Reading Records
Free books to those who qualify
Remind of next weeks topic and to watch their plants

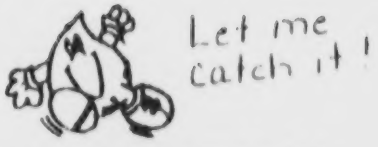
The Learning Cycle

The Learning Cycle:
1) awareness
2) exploration
3) inquiry
4) utilization

1

AWARENESS

2

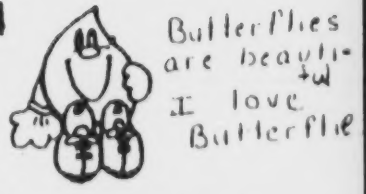


EXPLORATION

3

INQUIRY

4



UTILIZATION

Learning is complex:

-The child brings her whole self (physical, social, emotional, cognitive and creative) to learning situation.
-The child discovers much knowledge of his/her own. "The sun is hot!"
-The child gains information from her peers, parents, caregivers, and other adults.
-The child builds his/her own ideas by observing and manipulating objects in the environment (play)
-Children ("need to know") are curious and want to find out.

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Blowing Bubbles

What You Are Going to Teach: Air is a real substance and has weight. Light sometimes changes color when it passes through water. Science can be fun.

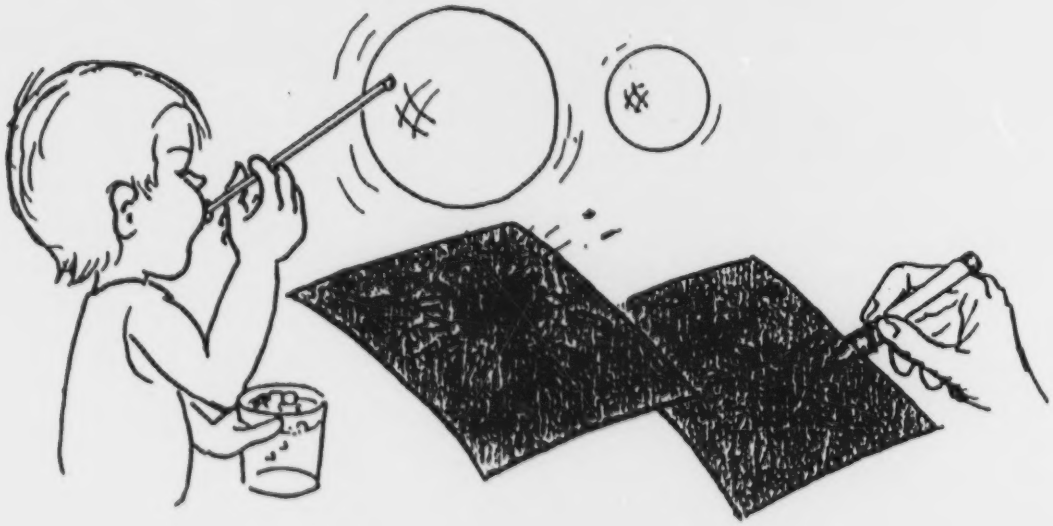
Materials Needed for Teaching: Liquid detergent, straws, cups, construction paper, crayons.

What You Do: Put a small amount of soap and water into cups so that each child has a cup of soapy water. Dip the end of the straw into the cup, remove straw allowing the soapy mixture to drip once. Blow gently and produce a bubble. Talk about air being inside of the bubble. Talk about how the bubble has different colors because light changes when it shines through the bubble. Ask the children why they think bubbles burst when they hit the ground.

When it is time to finish this activity, allow the children to catch some of the bubbles on a piece of construction paper. Talk about why the popped bubble leaves a wet circle. Allow the children to draw around the wet outline and color designs.

What to Talk About: Bubbles, pop, liquid, blow, colors, circle.

An Explanation of Principles: Light is broken into different wave lengths as it passes through water, allowing the different colors to be seen. Wet rings on the construction paper show that a bubble is composed of water surrounding air.



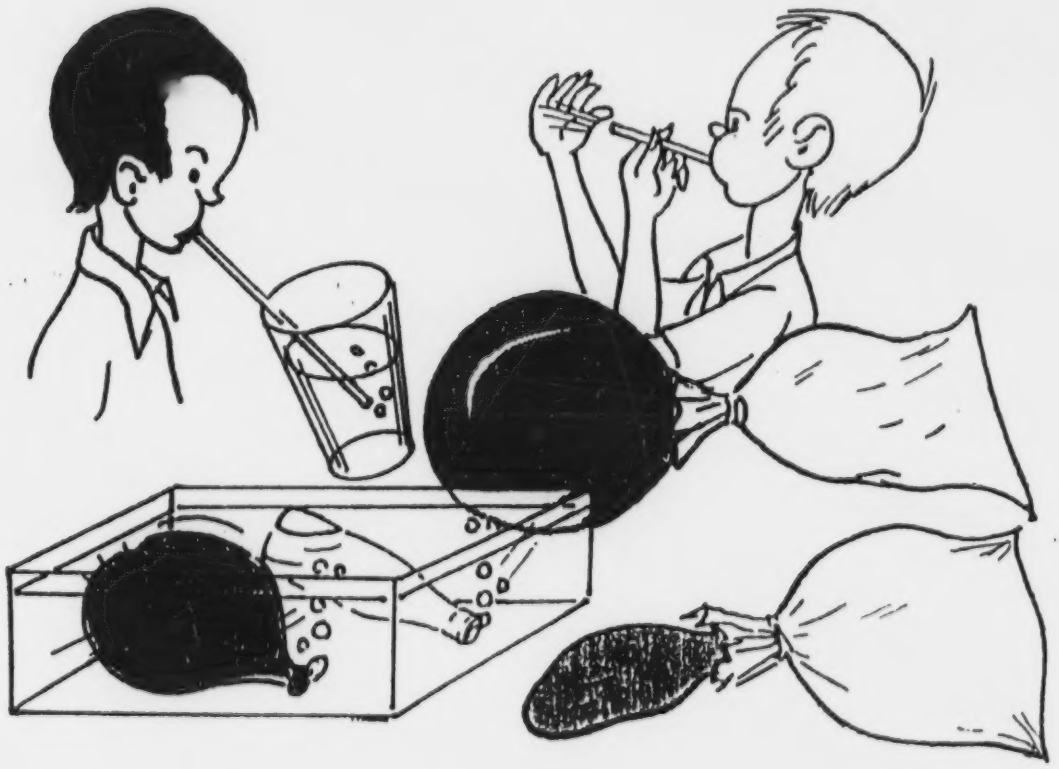
Air, Air, Everywhere

What You Are Going to Teach: Air is real. Air has substance.

Materials Needed for Teaching: Pan of water, balloons, plastic bag, straws, empty plastic bottle.

What You Do:
1. Put an empty plastic bottle into a pan of water and watch the bubbles.
2. Blow up a balloon and put it under the water, release the air in the balloon.
3. Allow the children to feel the air coming from a straw when they blow through the straw.
4. Allow the children to blow through the straw into the water.
5. Blow up a balloon. Place the mouth of the balloon into the mouth of a plastic bag. Let the air escape from the balloon into the plastic sack.

What to Talk About: Bubbles, transfer of air.



Wet and Dry

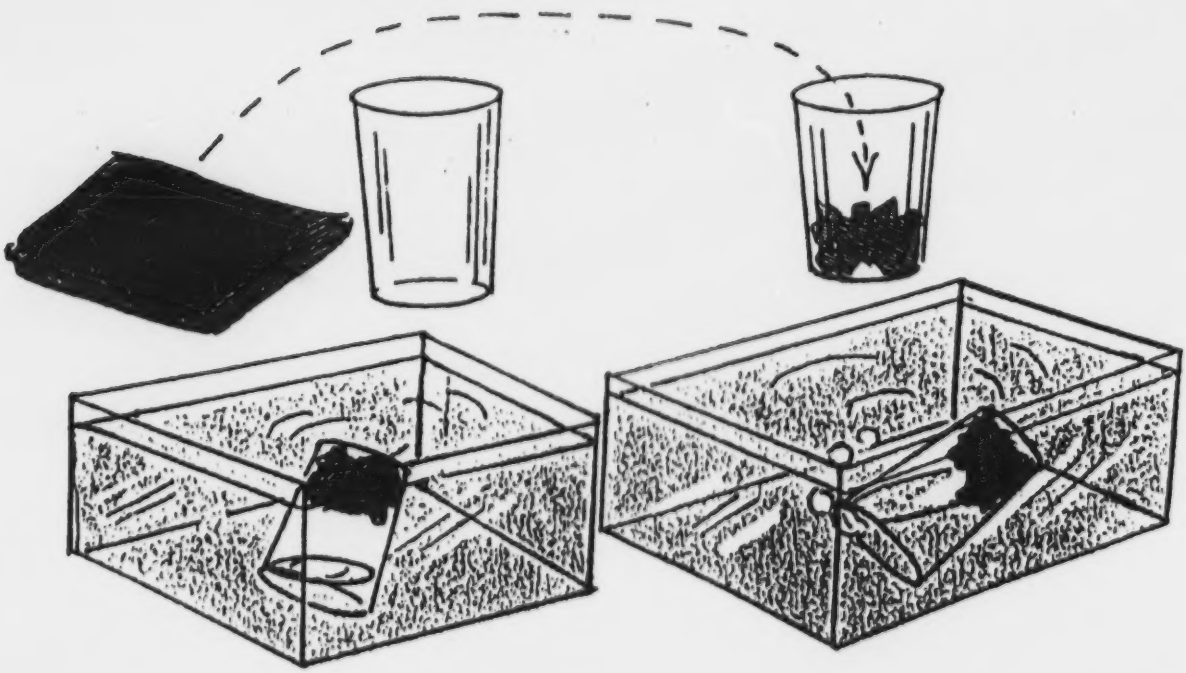
What You Are Going to Teach: Air takes up space. Air has substance.

Materials Needed for Teaching: A clear plastic drinking glass, a pan of water, paper towels.

What You Do: Tell the children that you are going to try to put a paper towel under the water without getting the towel wet. Crumple up a paper towel and put it in the bottom of the glass. Push the glass completely underneath the water, open end first. Be sure the glass is not tilted. When the glass is lifted out of the water, the paper will be dry. Again, push the glass with the paper in it beneath the water. This time allow the glass to tilt and let the children see the air escape and water replace the air. This time the paper will be wet.

What to Talk About: Air pressure, replacing air with water, compression.

An Explanation of Principles: When a glass is forced straight down into the water, the air inside the glass cannot escape and is compressed in the glass. The compressed air will not allow the water to reach the paper. When the glass is tilted, the air escapes and is replaced by the water.



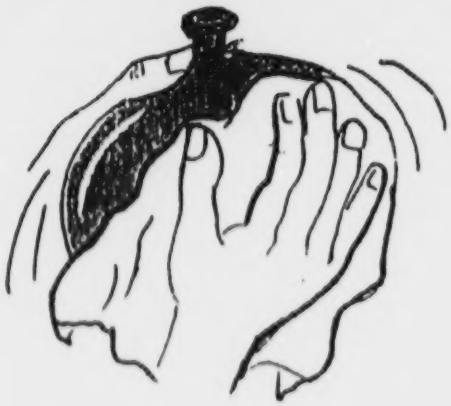
Making Lightning

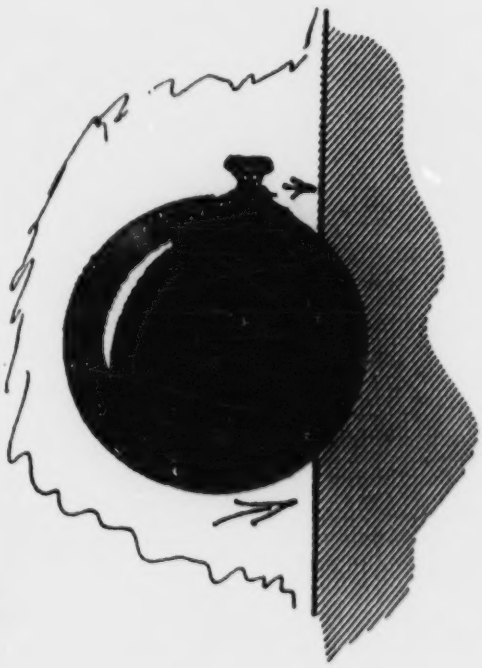
What You Are Going to Teach: Electricity can be made. This static electricity can be seen.

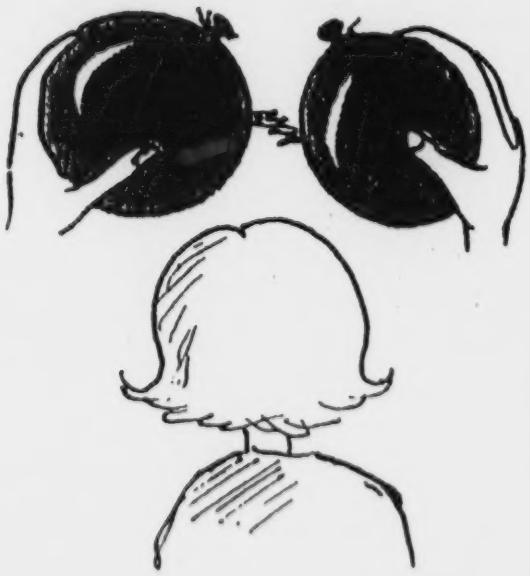
Materials You Need for Teaching: Two balloons, wool cloth, a dark room.

What You Do: Blow up the balloons. Rub one balloon briskly on a piece of wool. Push the balloon against the wall. Explain to the children that static electricity created by rubbing the balloon on wool is causing the balloon to stick to the wall. Tell the children they can also see this static electricity. Darken the room and rub both balloons briskly on the wool. Hold the balloons, almost touching, and the children can observe a spark jump between the balloons.

What to Talk About: Ask the children if they have ever been shocked after walking on a carpet or putting on a sweater.







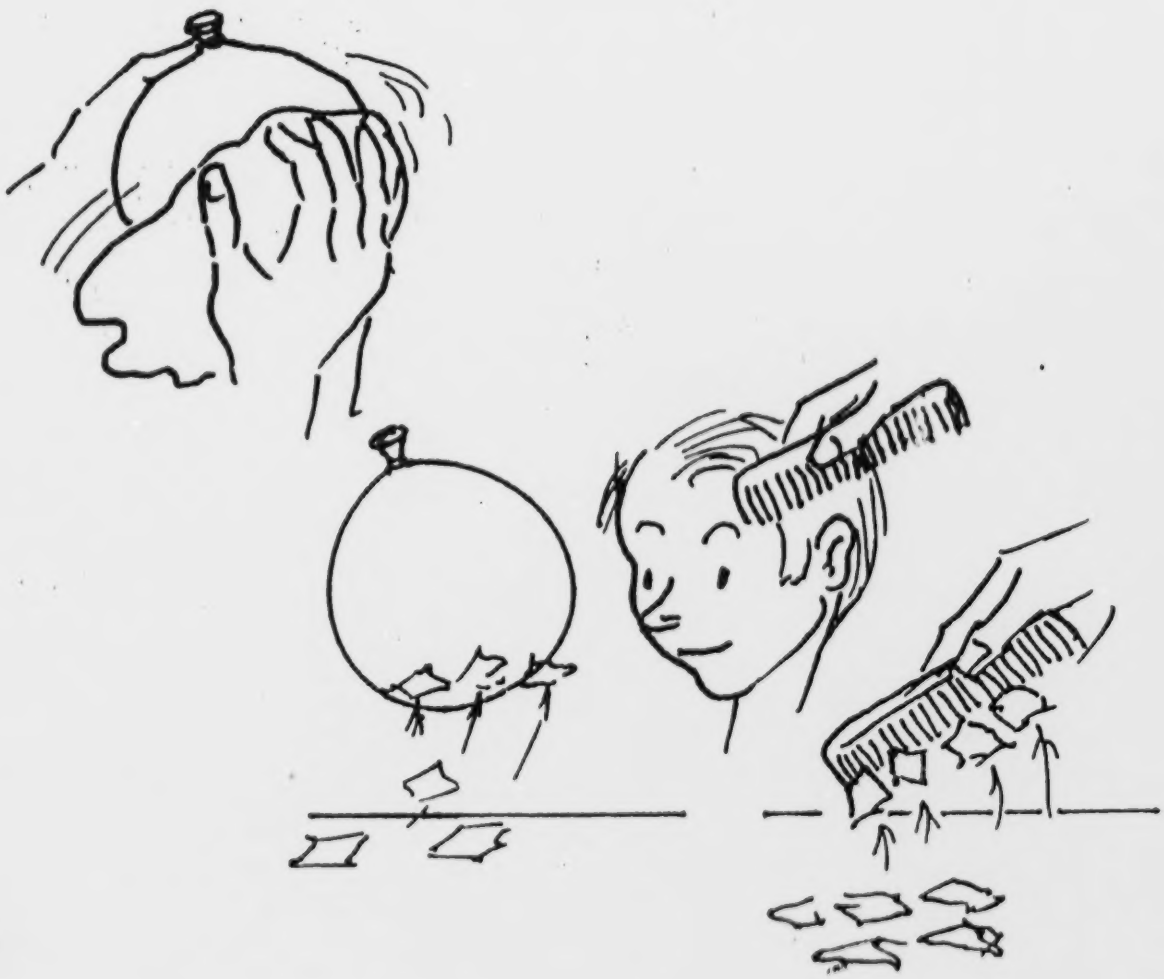
Static Electricity

What You Are Going to Teach: That static electricity may be created by friction.

Materials Needed for Teaching: A piece of wool. A balloon. A comb. Small pieces of paper.

What You Do: Have the children blow up the balloon. Ask the children to put it against the wall and see if it will stick. Now rub the balloon on the wool. See if it will stick. Explain what is happening when you rub the balloon on wool. Using a pocket comb, ask a child to comb her hair when it is very dry. Then ask the children if they can use the comb as if it were a magnet to pick up small pieces of paper. What happens? Why?

What to Talk About: Static electricity, produce, magnet, wool.



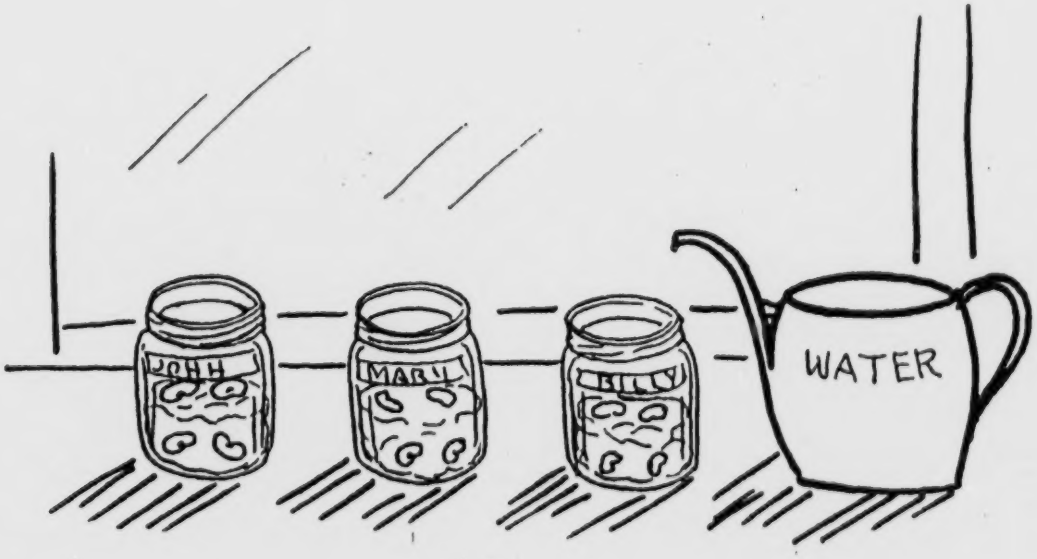
Growing Beans

What You Are Going to Teach: How a seed germinates, sprouts, and grows.

Materials Needed for Teaching: Small glass jars (baby food jars are excellent), lima beans or other type beans, cotton, water.

What You Do: Arrange so that each child has a baby food or other type jar. Put a strip of tape with the child's name on each jar. (Older children may write their own names.) Put cotton in the bottom of each jar (about ¼ full). Put two beans between the cotton and the glass in each jar and two beans on top of the cotton. Dampen the cotton and keep damp. Place the jars on the window ledge so they will receive light. Watch what happens!

What to Talk About: Talk about the sprouting of the beans, and the growing of the roots and other parts of the plant as it grows.



APRIL

Curriculum Associates Calendar 19

The following monthly activities may be used in place of some of the daily activities for April.

Experiments with Air

Explain to your child that air is all around us. Sometimes we can see what it does; sometimes we can hear it; sometimes we can smell it and feel it. Ask your child the following questions about air.

- When can you see air? *Example: When the leaves blow on the trees.*
- When can you feel air? *Example: When I use a hair dryer.*
- When do you smell air? *Example: When my mother is baking a cake.*
- When can you hear air? *Example: When the wind blows hard through the trees.*

Tell your child that you will be doing experiments together that prove that air is real, that it can move objects, and that it takes up space. Try these experiments together and encourage questions and comments from your child.

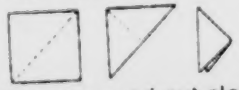
Materials

- Six-inch square piece of paper
- Scissors
- Stapler
- A straight pin
- A straw
- Masking tape
- A vacuum cleaner
- Ping-pong ball
- Construction paper and pencil
- Bowl
- Water
- Paper towel
- Tall drinking glass

A. Experiment #1

Make a pinwheel with your child to demonstrate the movement of air. Together follow the directions step-by-step.

1. Fold a six-inch square piece of paper into a triangle. Then fold again.



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2. Unfold the square and cut along the fold lines halfway to the center.

3. Fold one section of each of the four corners of the paper into the center. Bend the paper but do not fold the paper. Staple the pinwheel together at the center point.

4. Stick a pin through the center of the pinwheel (front to back) and into the straw. Cover the pin on both sides of the straw with masking tape. The tape should help hold the paper pinwheel away from the straw.

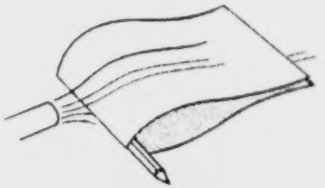
Have your child experiment with making the pinwheel move. Ask him/her to think of two ways to make the pinwheel move. If he/she cannot think of two ways to move the pinwheel, have him/her blow on it or move the pinwheel through the air by running. Explain that moving air can push other things like sailboats, windmills, balloons, airplanes, etc.

B. Experiment #2

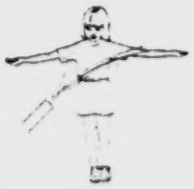
Use your vacuum cleaner to demonstrate the movement of air for your child.

1. Attach the hose to the exhaust end of your vacuum cleaner so that the air comes out. Let your child point the hose straight up. Turn the vacuum cleaner on and place a ping-pong ball in the airstream. Watch it rise slightly and then float at a steady height.

2. Make a simple airplane-wing shape. Loop it over a pencil and direct the airstream toward the rounded edge. Watch what happens.



3. Ask your child to hold his/her arms up at shoulder height with his/her palms tilted up slightly. Direct the airstream onto your child's arms. Have him/her feel the lift.



C. Experiment #3

Show your child how air takes up space by doing this simple experiment together.

Have your child fill a bowl with water. Crumple up a paper towel and push it to the bottom of a dry glass. Ask your child to predict what will happen if you put the glass upside down into the water. Ask, "Will it get wet or stay dry?" Have your child try it to see if his/her prediction was correct. Talk about what happens. Explain that the paper towel does not get wet because the water does not enter the glass. The water cannot go into the glass because air is already taking up the space.

Try this experiment again together, but this time tilt the glass as you put it into the water. As you tilt the glass, air will rush out and make room for water to rush inside. The paper inside the glass should get wet.

MARCH

Curriculum Assoc. Calendar 1991

The following monthly activities may be used in place of some of the daily activities for March.

Indoor Planting

Gardening is fun for old and young alike. You can make gardening a family affair. Your child can learn about plant growth and actually see the "fruits of his/her labor."

Some of the materials needed to start indoor plants are most likely already in your refrigerator or closet. The only expense involved will be the cost of a few flower seeds or vegetable seeds and some potting soil, if no other soil is available.

Try at least one of the three activities with your child. If time permits, you and your child may enjoy completing all three "planting projects."

Materials

- Sweet potato
- Water
- Toothpicks
- Glass jar
- Paper and crayons
- Flower and vegetable seeds
- 4-5 containers (egg carton, milk carton, disposable cups, plastic flower pots)
- Potting soil
- Small dishes

A. Sweet Potato Vine

Begin your indoor planting together with this easy planting activity, and you'll enjoy a very attractive plant. The sweet potato is only one of the many vegetables that can be potted or placed in water to bear beautiful decorative foliage. Together with your child follow the directions step-by-step.

1. Choose a healthy looking sweet potato.
2. Scrub the sweet potato thoroughly under warm water.
3. Insert three to four toothpicks into the middle of the sweet potato.

4. Choose a glass jar to put the sweet potato in that large enough for the toothpicks to suppo ie potato.

5. Pour enough water into the jar so that most of the bottom half of the potato is under water.

6. Place the jar where it will receive moderate sunlight. Change the water every few days to prevent rotting.

Have your child keep track of the plant's progress by drawing a picture every few days of how the plant looks. Help your child date each picture so that you can compare the changes.

Within a month, your plant will form many white roots and begin to sprout leaves. (Note: Your sweet potato vine will continue to grow in water or soil. If you prefer to pot it, choose a container that is large enough and fill it three-quarters full of soil.)

B. Planting Flowers

Planting flowers from seed, caring for them daily, and observing their growth is a wonderful experience for young children. Flower seeds that work well for indoor planting are cosmos, marigolds, and zinnias. Together with your child follow the directions step-by-step.

1. Select containers to use for potting your flower seeds.
2. Punch a small hole in the bottom of each container to allow excess water out.

3. Mix or prepare the soil and fill each container up to one inch from the top.
4. With a pencil, make four small holes in the soil about 1/8 inch deep and 2 inches apart.
5. Gently drop one flower seed in each hole and cover with soil. Repeat for other containers.
6. Place each container on a dish in a sunny window and water carefully. (Note: Too much water will cause the seeds to rot. Always keep the soil moist but not spongy.)
7. Label each container, indicating the kind of flower seed. Within two weeks your flower seeds should begin to sprout.
8. Have your child keep track of the plants' progress by drawing a picture every few days of how each plant looks.

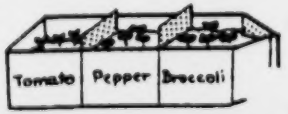
C. Planting Vegetables

Using the same steps as those for **Planting Flowers,** you can begin a vegetable garden by planting seeds indoors. You may choose to use individual containers for planting, but a large milk carton also works well.

Cut the milk carton in half as shown in the illustration. Have your child help you fill the carton with soil up to 1 inch from the top. Now you're ready to plant.

There are a variety of vegetables good for planting indoors and for transplanting outdoors after six to eight weeks. They include tomatoes, peppers, broccoli, lettuce, and cucumbers. Depending on the climate you live in, some vegetables will be more suitable for planting at this time of year than others.

Follow the directions on each seed package, and watch your vegetable plants emerge. Discuss with your child what each plant needs to grow and be healthy. Have your child keep track of the plants' progress by drawing a picture every few days of how each plant looks.



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SUMMER CLOUDS

Summer is a great time to enjoy all types of clouds dancing through the sky. Take advantage of this natural wonder through a variety of activities.

CLOUD FACTS

Cirrus Clouds are thin and wispy. They are usually very high in the sky. **Cumulus Clouds** are the big, billowy ones which are fun to watch floating across the sky. **Stratus Clouds** are gray clouds which form a layer of haze over the land.

CLOUD ACTIVITIES

Lie and Look

On a warm, sunny day go outside and lie down on the grass and look up at the sky. Talk about all of the things that you see. Now look specifically at the clouds floating along. See if the children can find shapes, animals, and other figures in them. Have the children describe what they see to the others.

Move Like A Cloud

Have the children pretend that they are clouds moving in the sky:

- "It's a very sunny day and you are just floating lazily through the sky. You are light and in no hurry."
- "It is windy outside. You are very dark. I think that it is going to rain. You are moving quickly across the sky in a hurry to get where you are going. I wonder if you are going to rain on me?"
- "There are lots of clouds in the sky. You are moving along like you are dancing to fast music. You must like the music for you are sure smiling."
- "There are hardly any clouds out today. I wonder where you are? The ones that are up there are hardly moving at all. You must be waiting for your friends or maybe you are taking a nap. You know I'm tired too. I think that I will take a nap. Good Night!"

Clouds Puzzles

Draw large, simple, fluffy, cloud shapes and figures on white posterboard. Cut them out. Now cut each shape/figure in two pieces. Mix up all of the pieces, lay them on a table/floor, and then put them back together again.

VARIATION: Instead of making puzzles, cut two of each shape/figure, mix them up, and match the pairs.

Cloud Books

TOMIE DePAOLA — *CLOUD BOOK*
CHARLES SHAW — *IT LOOKED LIKE SPILT MILK*
PETER SPIER — *DREAMS*
HARRIET ZIEFERT — *SARAH'S QUESTIONS*

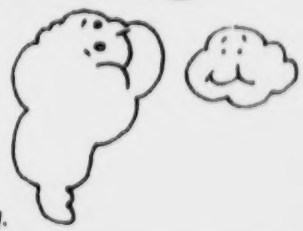
CLOUD RHYMES/SONGS

TEN CLOUDS FLOATING BY

One little, two little, three little clouds,
Four little, five little, six little clouds,
Seven little, eight little, nine little clouds,
Ten little clouds floating by.

CLOUDS

From the big, black clouds
The raindrops fell,
Drip, drip, drip one day.
Until the bright sunlight
Changed them to a rainbow gay.



CLOUDS, CLOUDS, CLOUDS

What's fluffy and white ... And floats up high
Like piles of ice cream in the sky?
When the wind blows ... Hard and strong
What very gently floats along?
What brings the rain ... What brings the snow
That showers down on us below?
What seems to have just lots of fun
Peek-a-booing with the sun?
When you look in the high, blue sky
What are those things you see floating by?

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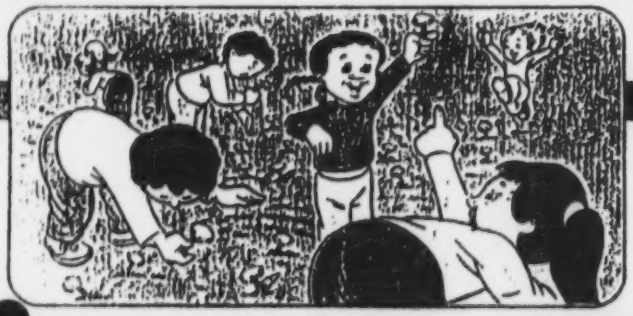
DANDELION DOINGS

Dandelions are probably one of children's most favorite wild flowers. Take advantage of their enthusiasm and enjoy a variety of dandelion activities.

DANDELION BOUQUETS

Encourage the children to pick bouquets of dandelions. Give each child a small cup with a little water so that he can save his bouquet for awhile. Set the bouquets around the classroom. Before taking the bouquets home, drain the water from the cups and then put them in small sandwich bags.



DANDELION HUNTS

Have the children look for dandelions which have big flowers; only ones with small flowers; ones with longs stems; ones with leaves on them; etc

DANDELION WALK

On a nice day take the children for a walk around the neighborhood or to a nearby park. At the beginning of the walk let each child pick a dandelion to carry with him. As you walk, look for other things along the way that are yellow.

DANDELION BLOWING

Maybe one of the most fun dandelion activities is blowing them around after they have turned white and gone to seed. Pick more bouquets, but this time enjoy blowing them around. Chase the seeds. Did you catch any? Hold it on your hand and blow it again. Blow softly. Did any seeds fly away? Blow hard. Now what happened to your dandelion? Instead of blowing them, wave them in the air. Watch the seeds fly away. I wonder where they will land.

DANDELION EXAMINATION

Put a small bouquet of dandelions on a low table along with a magnifying glass and tweezers. Look at each dandelion carefully. Remember to look at the flower, stem, and leaves. Talk about what you see. Pluck a piece of the flower and look at it even closer. What do you see? Smell the dandelion. Touch it gently.

HAPPY DANDELIONING EVERYONE!

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Week XII. Bugs and Animals

GOAL: Helping parents help their children expand their imaginations and follow natural curiosity about the world around them. Helping children make observations and informed guesses as a beginning to building an interest in science.

STORY: Eric Carle's The Very Busy Spider, or the Hungry Caterpillar or Folk Tale: Anasi and the Sky God

After reading the story or playing audio tape of the folk tale, ask children what they like and dislike about bugs and spiders. How do they think that insects communicate? Do insects and animals have houses ? Where do they live?

Today we are going to learn more about bugs and animals, some of which you can find right near here.
Volunteers take Children to Children's Program

PARENT PROGRAM

Objectives:

A. Help children build their observational and questioning skills
B. Learn more about stories about bugs and animals especially folk tales
C. Learn about low and no cost places to go in Richmond to explore the out of doors and bugs and animals.

Points to cover with parents:

- Use Experience Video if not used last week.(Rainbow Road to Reading Vol. 4)
- Describe how to take a nature walk in your neighborhood. Look for birds, bugs, worms Follow the bugs and see if you can find their homes.
- Show parents how to make a caterpillar or spider out of egg cartons so that the children can retell the stories they heard today.
- Let children experiment and create their own animal or bug from egg cartons.
- Give information about Richmond Parks from Parks and Rec. Dept. Talk about The Arboretum, Joseph Moore Museum at Earlham, College Campuses for walks.
- Bee puppet for take-home follow up
- How to make a bug house from a milk carton and old stocking.
- Give adults opportunities to talk about what they like or dislike about science and about places they like to go to see "nature"
- Other books, tales and songs about bugs and animals that children should know about: Davy Crocket, Paul Bunyon and Babe the Blue Ox, Brer Rabbit, The People Could Fly, Coyote Rings the Wrong Bell, There was an Old Lady Who Swallowed a Fly, Old MacDonald had a Farm, Eensy, Weensy Spider : Get other suggestions.
- Show the science books in the collection

CHILDREN'S PROGRAM

Objectives:

A. Children begin to make observations, hypotheses (guesses), ask questions and test their ideas.

B. Act out some animal sounds, and actions.

Group may be divided so that smaller groups of children can do all activities

1. Use feely socks and boxes. (see following pages) Blind fold children or ask them to close their eyes. Ask them to smell items and feel them. Make guesses about what the items could be. Reveal the things and let the children see how well they did with their guesses. Logical guesses should be rewarded as well as correct ones.

2. Animals and bugs have "homes" Using the Animal Homes poster and puzzles, have children match homes with animals and bugs.

3. Let children sing along with the Animal songs tape and learn more animal songs.
   Let them act out the way animals walk Use the Animals Walks tape again. or the Monster Tape. (Show there was an old Lady Who Swallowed a Fly Book With the Music)Use I Can Fly book and let children act out animals for others to guess

TOGETHER

Make a bug catcher together

•Take a walk to find a bug to put in the catcher (also some grass)
•See if parent and child can find some animal homes (nests etc.) Report back to the group when they return.

FINAL Story; Eric Carle's The Very Quiet Cricket

Remind Parents of the Dinosaur Dance and Date and place: Morrisson-Reeves Library
Collect Reading Record, give books if they are eligible, ask parents to complete evaluation and bring to Dino Dance or mail to library.

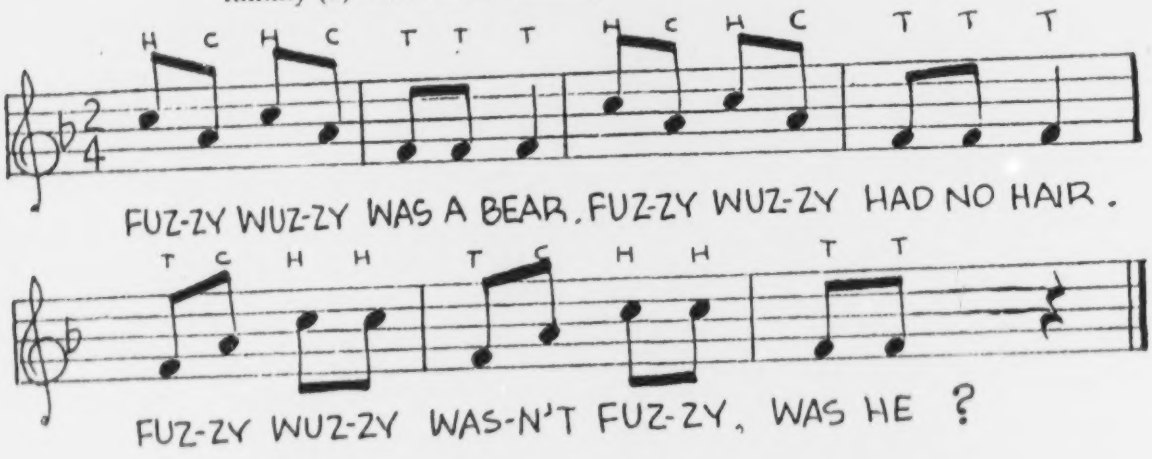
Extend the Offer that if any adult wishes help with his or her own skills or is thinking of returning to school and wants to participate in Gateway: Paths to Adult Learning program, just to ask a volunteer or to call the library.

Fuzzy Wuzzy

Ages: 2–4 years

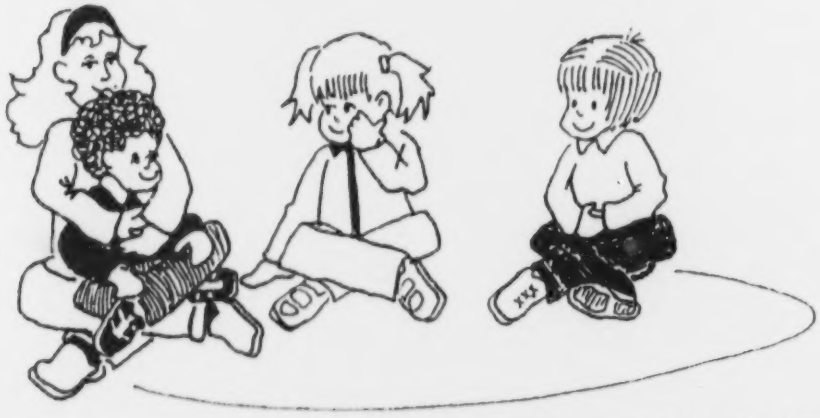
Directions: The teacher sits in front of the group to demonstrate and sing the song. Ask children to listen and watch carefully. The teacher uses a tickling motion on the head, the chin, and the tummy as high, middle, and low notes are sung respectively. Have children sing and tickle with you—noting that high sounds are on the head, middle sounds are on the chin, and low notes are on the "tummy."

(To help simplify this, there are initials for head (H), Chin (C) and tummy (T) above the notation.)



Variations:

Ask for a volunteer from the group to come sit on your lap. As the song is sung, the teacher tickles the head, chin, and tummy of the volunteer child who should try to stay very serious.



Comments: If done gently, this game can be both amusing and affectionate. It is very popular with young children.

Mouse Trap

(A Variation of "London Bridge")

Ages: 3½–6 years

Benefits: Alertness
Cooperative play

Equipment: A long rope or piece of twine to mark the circle.

Directions: Everyone has a role in this game. Each child is either a Mouse or a Trap. If possible, see that every child has a turn in each role. There are several ways to do this (see variations).

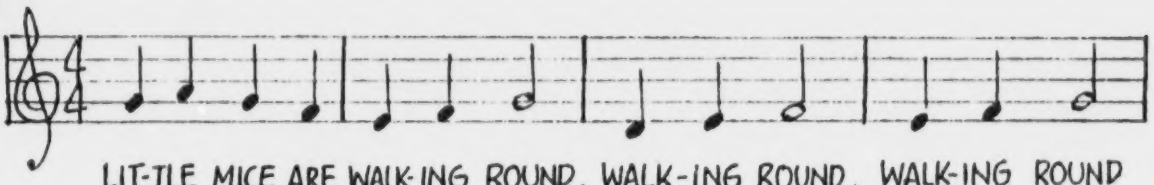
If your group is large, let six children form three Traps. They stand in pairs on the circle line, hands joining overhead to make three bridges. The other children, the Mice, walk underneath, around the circle.

Everyone sings, over and over, the "Mouse Verse" to the tune of "London Bridge."

At a special signal from the teacher (a drum thump), somewhere in the *middle* of the song, the Traps quickly but gently lower their arms, sometimes catching a Mouse. Any Mice caught in one of the traps become Traps, each joining another newly caught Mouse to make a new Trap.

CAUGHT IN A MOUSETRAP

MOUSE VERSE



Variations and suggestions:

1. You can play the game without singing. Or you can use any of the original "London Bridge" verses. You can make up some additional verses about mice, such as "Little mice are caught inside," or "Little Mouse becomes a trap, etc."
2. If time is short, half the children could start out being Traps, and half could be Mice. After all Mice are caught, let those who started out as Traps be the Mice and vice versa.
3. Be sure to let Mice have several trips around the circle before starting the trapping process—so all Mice will feel they have had a good long turn.
4. Remind the Traps they may not lower the bridge until they hear the teacher's signal. **When the bridge (Trap) is lowered, it must be quickly but gently done. We don't want any Mice bumped on the head.**
5. Remind the Mice that they are not allowed to run, nor duck down to a kneeling position in order to escape getting caught.

Comments: Every child who tries this game falls in love with it. It is good for teaching gentleness and alertness. It also shows children that game rules can be fair and fun. You may want to explain that everyone gets caught, it's fun to get caught, and no one ever is eliminated from the game.

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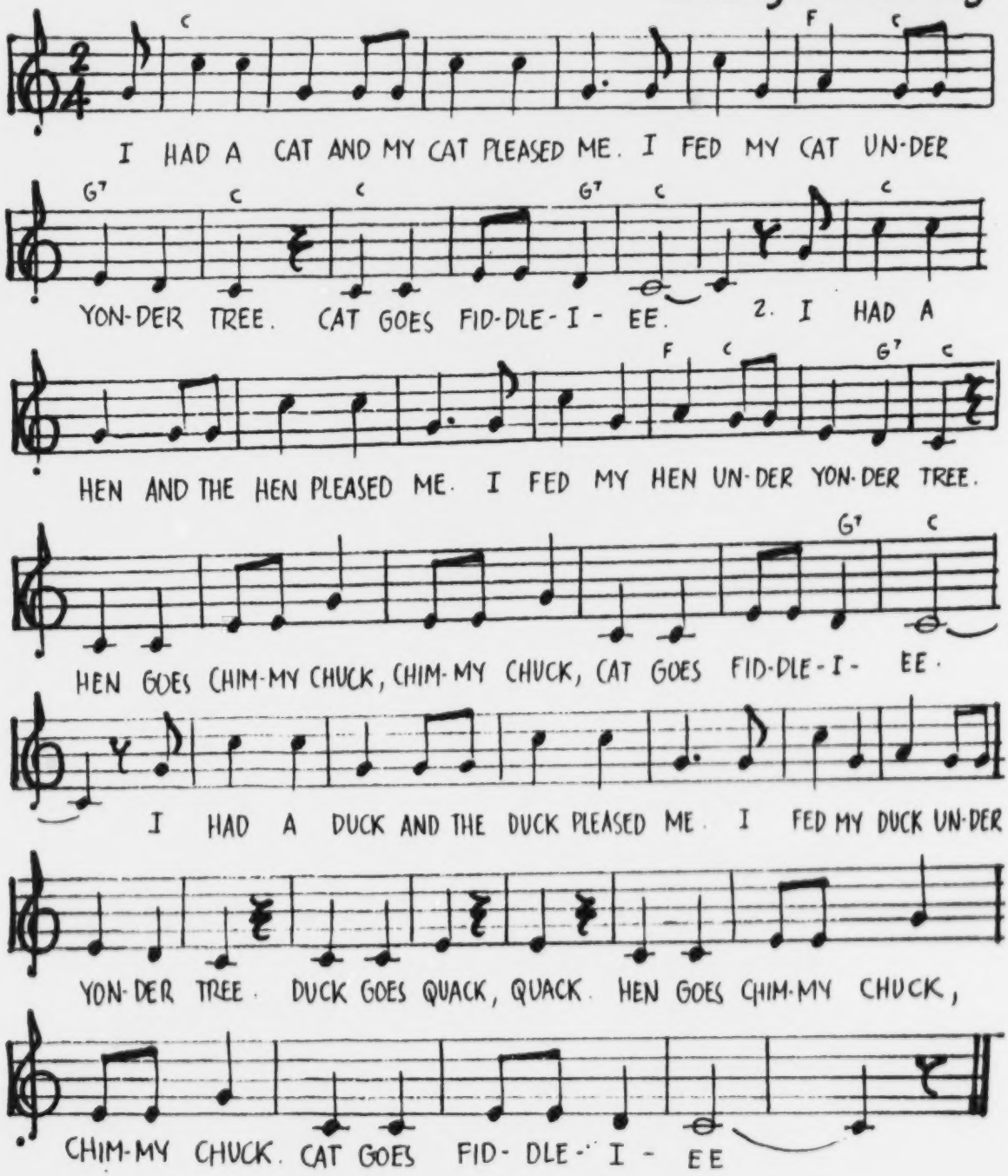
BARNYARD SONG

Kentucky Mountain Song

C
F
C
I HAD A CAT AND MY CAT PLEASED ME. I FED MY CAT UN-DER
G7
C
C
G7
C
C
YON-DER TREE. CAT GOES FID-DLE-I-EE. 2. I HAD A
F
C
G7
C
HEN AND THE HEN PLEASED ME. I FED MY HEN UN-DER YON-DER TREE.
G7
C
HEN GOES CHIM-MY CHUCK, CHIM-MY CHUCK, CAT GOES FID-DLE-I-EE.
I HAD A DUCK AND THE DUCK PLEASED ME. I FED MY DUCK UN-DER
YON-DER TREE. DUCK GOES QUACK, QUACK. HEN GOES CHIM-MY CHUCK,
CHIM-MY CHUCK. CAT GOES FID-DLE-I-EE

Verses:

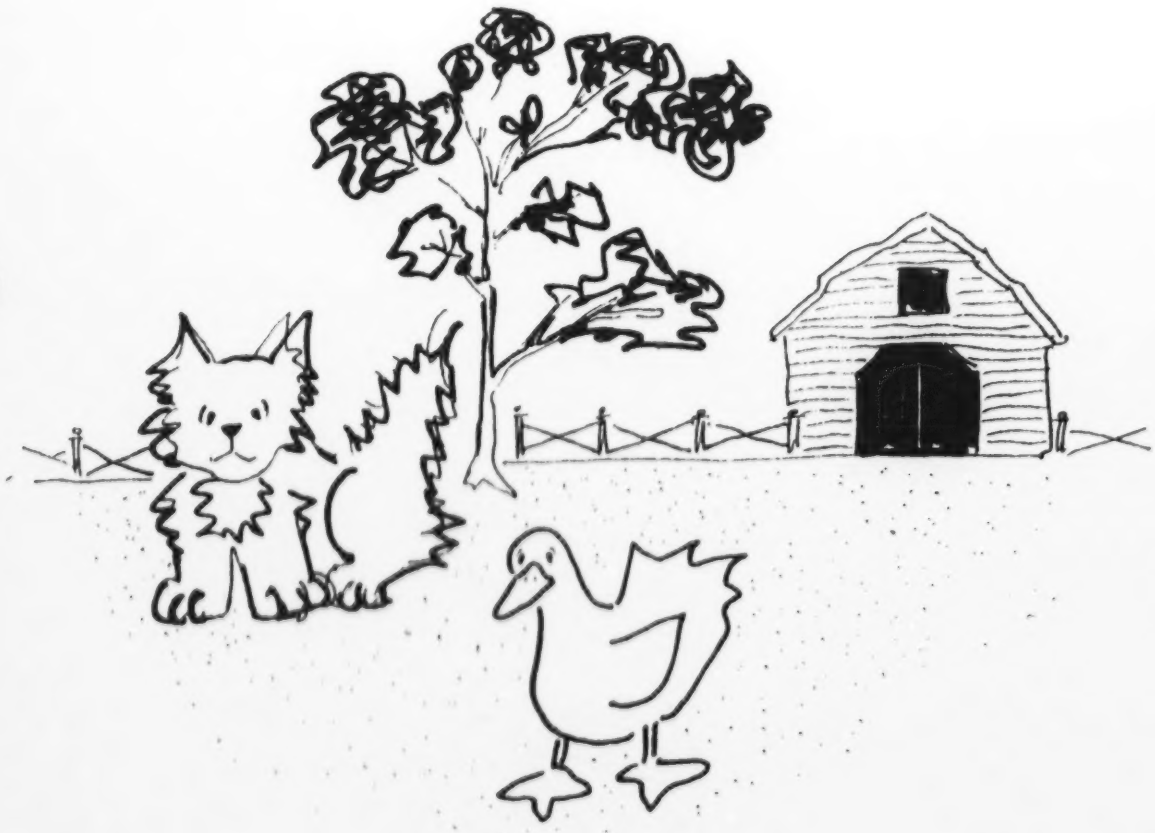
4. Goose goes swishy, swashy
5. Sheep goes baa, baa
6. Hog goes griffy, gruffy
7. Cow goes moo, moo
8. Horse goes neigh, neigh

Repeat all previous animal sounds. This is a cumulative song.

Variation:

Children can be assigned to be the different animals. Each child sings his/her part as it occurs in the song and in the repetition.

Paper bag puppets might be fun to make, decorating each bag to be a different animal.



Hunting for Animals and Insects

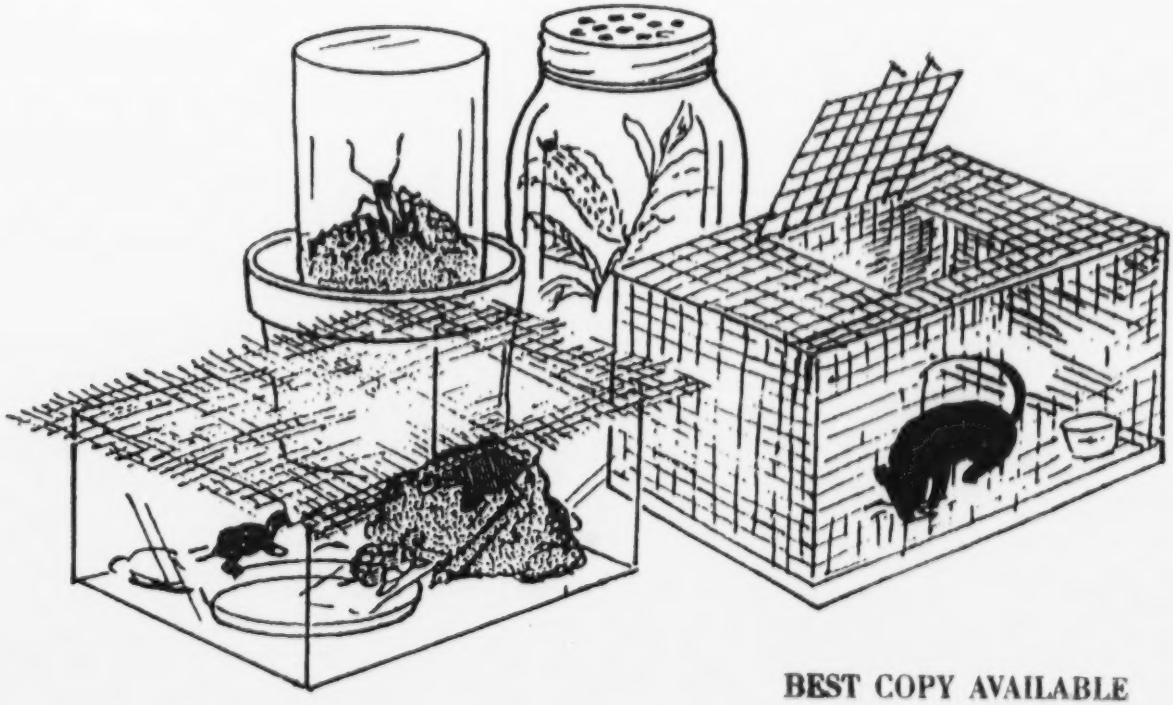
What You Are Going to Teach: Insects and animals require care.

Materials Needed for Teaching: An aquarium with a screen on top, a small cage or other suitable container for animals and/or insects.

What You Do: From time-to-time children bring insects into the classroom from outside. Children also like to bring a pet to school occasionally. Teachers may provide a place for children to care for pets or study insects.

What to Talk About: Where does the animal/insect live? What does the animal/insect eat? What do they do? What special care is needed?

An Explanation of Principles: Different units can be developed depending on whether the children have brought in insects or animals. Children need to learn, while they are very young, to value animal and plant life. Insects should be kept for only a short period of time before being released. Teachers should model correct behavior toward insects and animals.



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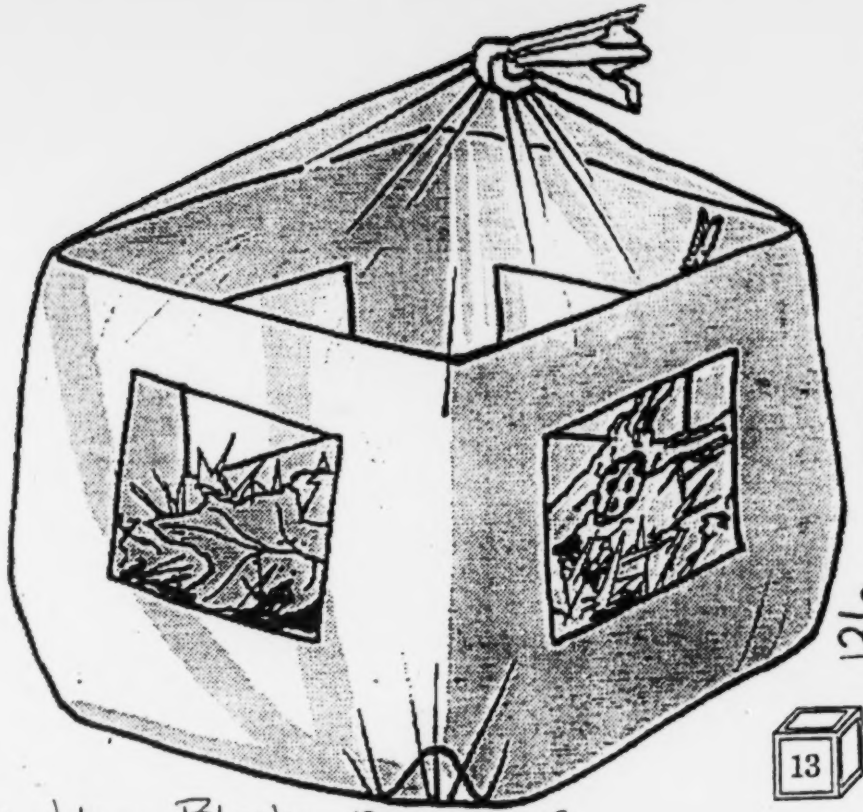
SIMPLE BUG CATCHER

TO MAKE: Get a clean plastic milk bottle and an old light-colored nylon stocking. Cut the milk bottle just below the handle. Cut windows on each side of the bottle. Put a little grass, a few weeds, and a stick in it to make the bug feel welcome. Slip the nylon over the bottle, leaving the top completely open.

TO USE: Take the *bug catcher* outside with you. As the children are playing help them catch a bug. When they do, put it in the bug catcher and loosely knot the top of the nylon. Take the bug catcher inside and enjoy watching the bug. Talk about what he does.

After you have finished watching him, take him back outside and gently return him to his natural surroundings.



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Building Blocks magazine
May, 1992

Watching Ants

What You Are Going to Teach: Ants live in families, ants care for eggs.

Materials Needed for Teaching: One gallon clear glass jar, ant hill, digging tool, dark paper, cotton.

What You Do: Fill a clear glass jar about one-half full of dirt. Take your children on a science walk to find an ant hill. Observe the ants coming and going to the hill carrying food. After talking about the ant hill and how a family of ants lives together in the hill, dig up the ant hill, including the surrounding dirt and debris, and place it all in the jar. Place dark paper over the top of the jar to encourage the ants to go underground. A piece of wet cotton on the dirt that is kept damp will supply the ants with all the moisture they need. The ants may be fed once or twice weekly by adding crumbs of cookies or bread to the jar. Occasionally, you should add a spoon of honey to the jar.

What to Talk About: How ants live in families, what ants eat. How ants store and care for their eggs. How each ant seems to have a specific job.

An Explanation of Principles: When a clean glass jar is used, children will be able to observe tunnels that are close to the sides. Like other insects, ants should only be kept for a short period of time in an artificial environment. Ants should not be kept longer than a month.

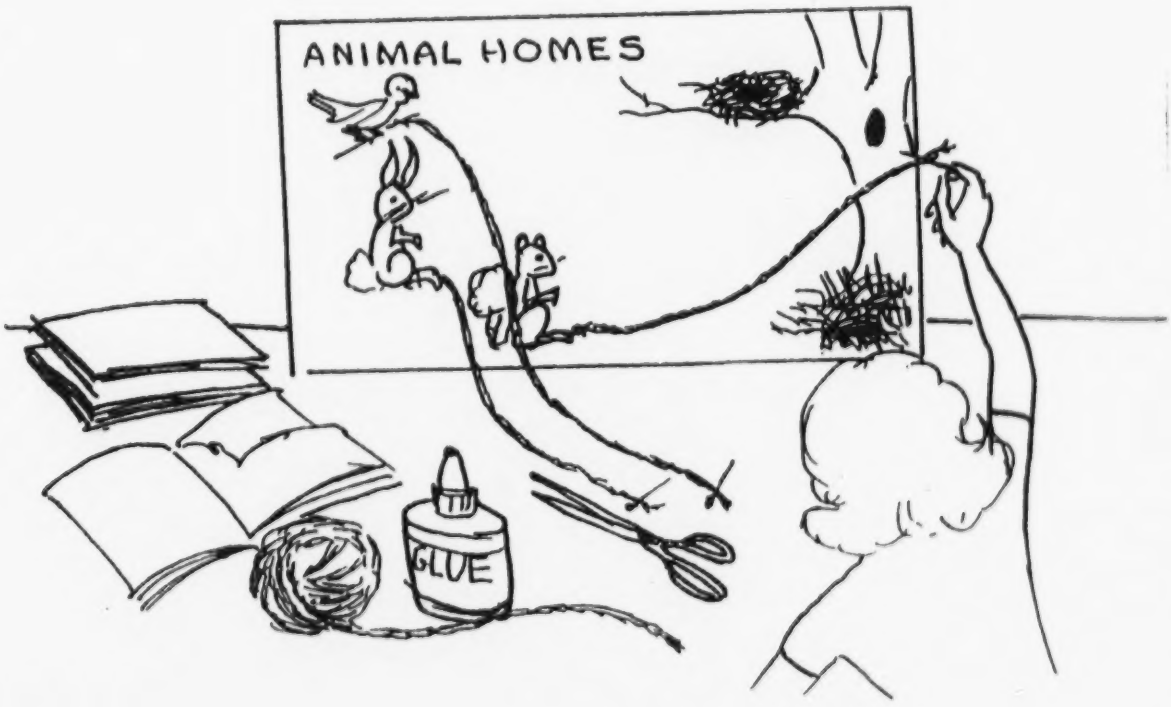
Animal Homes

What You Are Going to Teach: Animals have homes. Different kinds of animals have different kinds of homes.

Materials Needed for Teaching: Pictures of animals, pictures of animal homes, yarn, glue, posterboard.

What You Do: From magazines, allow the children to cut pictures of animals and homes where animals live. Divide the posterboard in half. On one half glue the pictures of the animals. On the other half glue pictures of animal homes. Cut yarn into two-foot lengths. With a hole punch, punch a hole beside each picture. Attach one end of the string to a picture of an animal. Encourage the children to find the home that belongs to that animal and attach the other end of the string to the correct hole, i.e., bird and nest.

What to Talk About: The different names of animal homes such as nest, burrow and hill. Talk about where animals are found, as in jungle, cave, water, etc.



What Is That Smell?

What You Are Going to Teach: Different things have different smells. We can use smells to identify substances. Smell is one of our senses.

Materials Needed for Teaching: Baby food jars, paper towels, vanilla extract, lemon extract, cloves, mustard, fried bacon, onions, etc.

What You Do: Put a wadded-up paper towel in the bottom of each baby food jar. Put a different subject for smelling in each jar. Allow the children, while blindfolded, to smell and guess what the odors are.

What to Talk About: Talk about the different smells. How are they alike and how are they different?

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DINOSAUR DANCE

GOAL: Have a final celebration with all families from all centers at the Library
Reward attendance and encourage continued adult learning opportunities as well as continued involvement with children's learning.

Begin with Story: Dinosaur Day, The Enormous Egg. Show Tales to Go Dinosaur bag

Introduce all families who are attending and volunteers
Play" Once Upon a Dinosaur" Tape or side one of the" Monster" Tape and let the children act out the different dinosaur parts

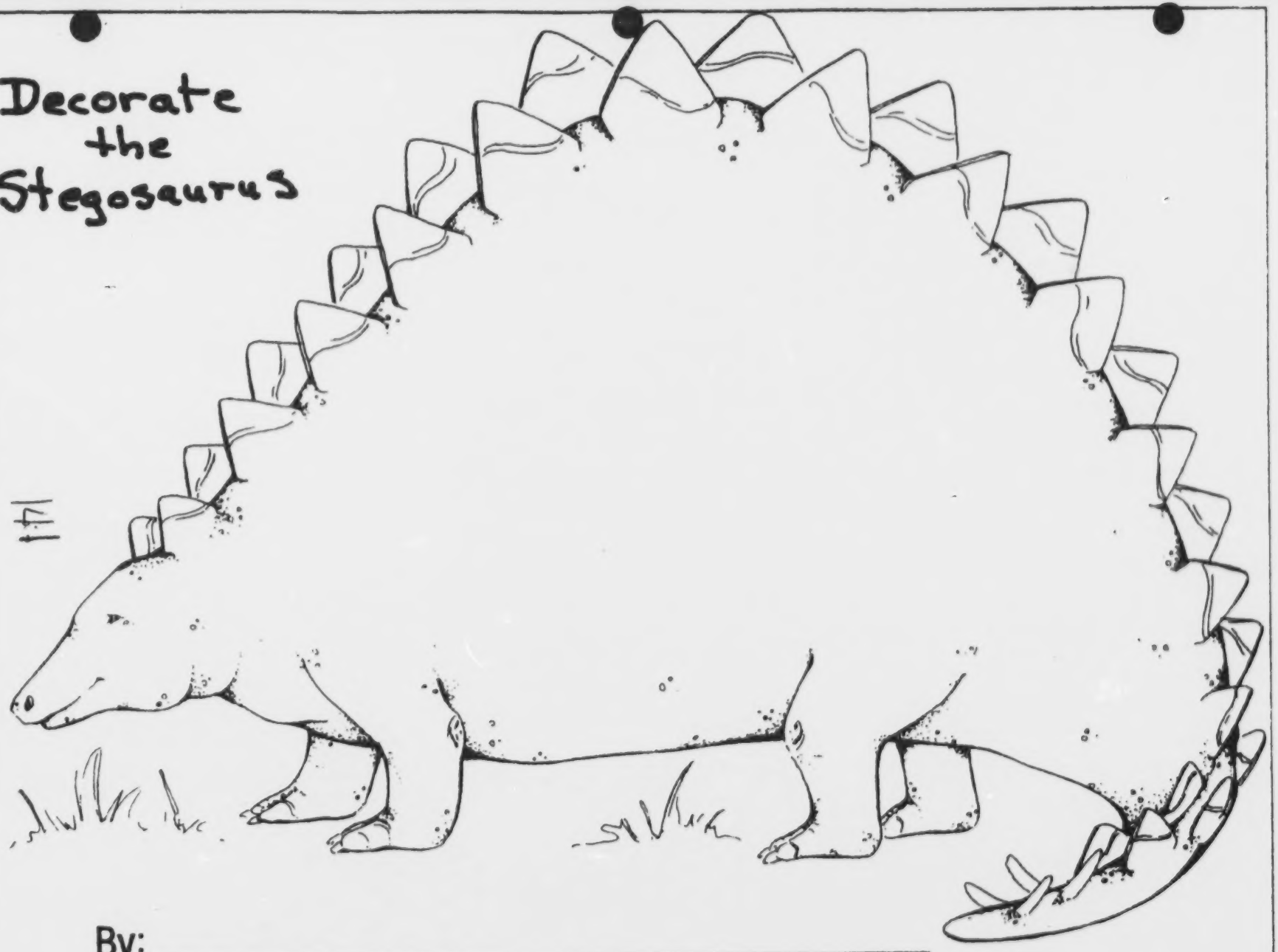
Decorate paper dinosaurs (See samples attached) Give dino stickers as rewards

View Dinosaur Video (parents who have not toured the library should be able to tour and to get cards at this point) If very young children: show Barney Tape.

Refreshments: Dinosaur Cookies and Punch

Give certificates of attendance : Dino Books, book marks, stickers , activity sheets and bags.

Decorate the Stegosaurus



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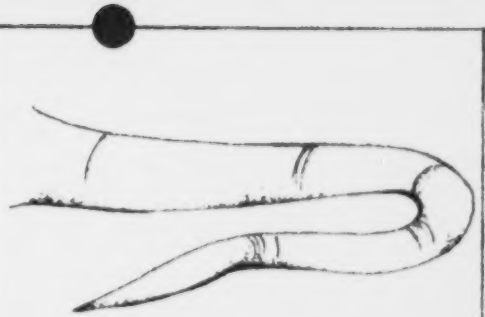
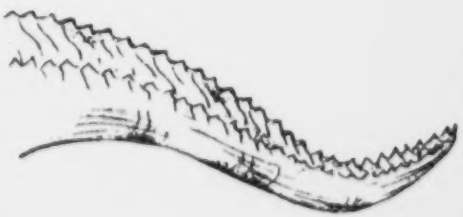
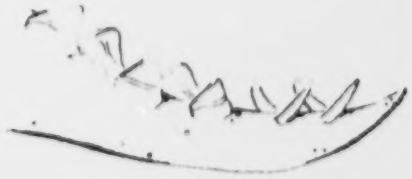
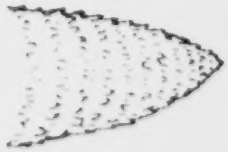


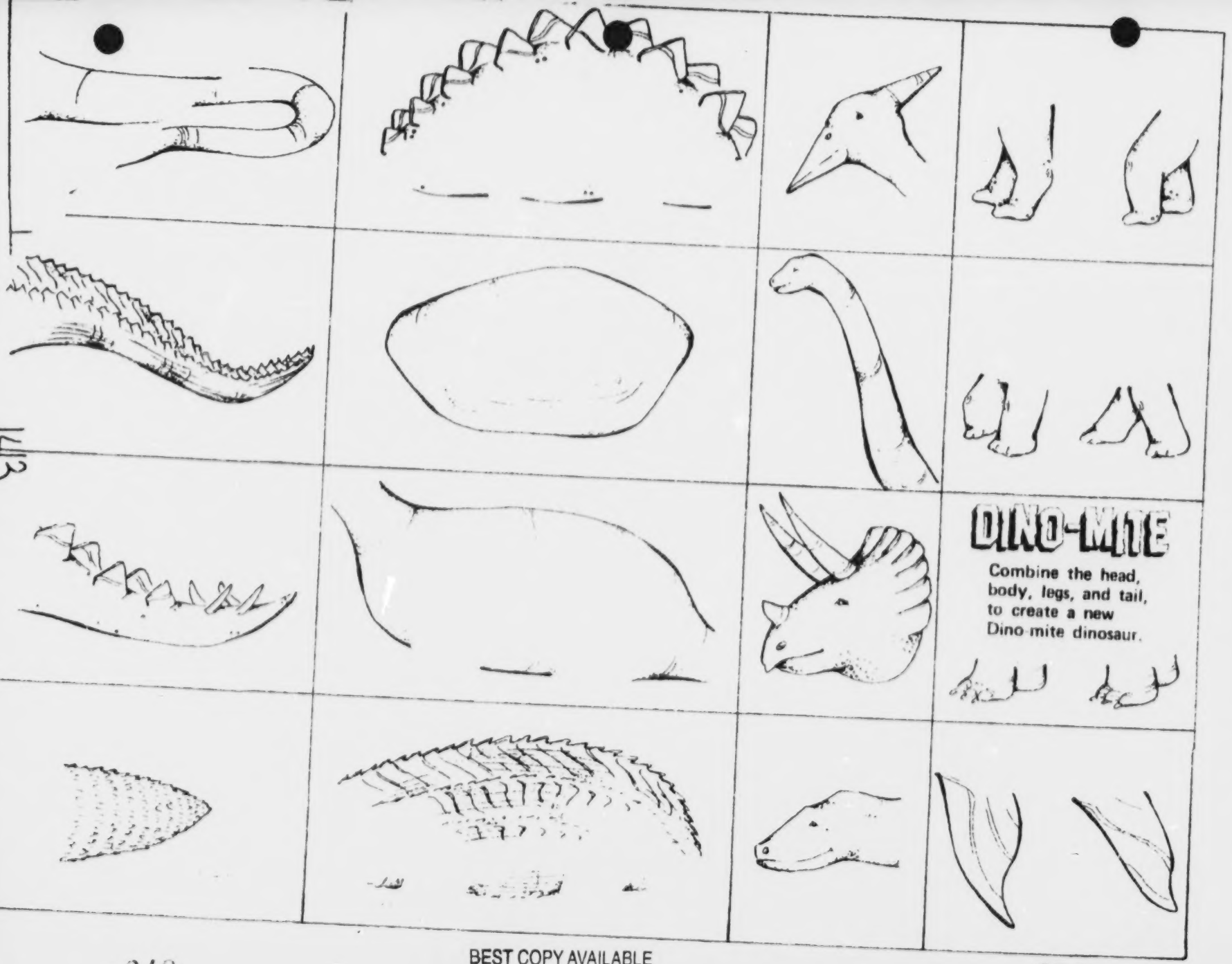




DINO-MITE

Combine the head, body, legs, and tail, to create a new Dino-mite dinosaur.





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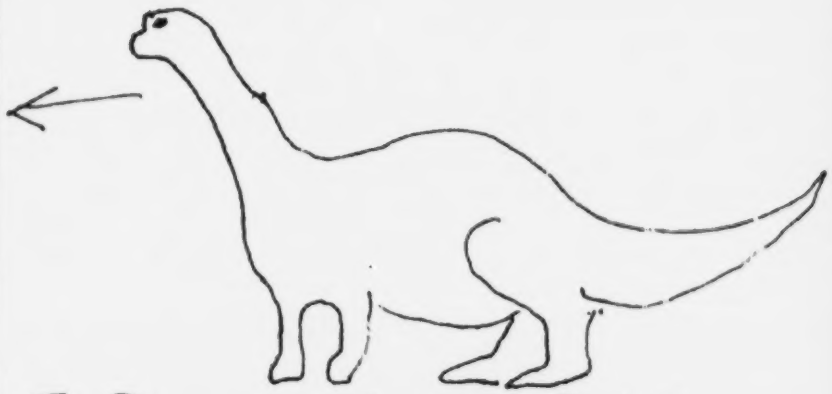
MORAVIAN WHITE COOKIES

3 cups sifted all-purpose flour
1 teaspoon baking powder
½ teaspoon salt
1 teaspoon nutmeg
¾ cup soft butter or margarine
1¼ cups sugar
2 eggs
1 teaspoon vanilla extract

1. Sift flour with baking powder, salt, and nutmeg; set aside.
2. In large bowl, with wooden spoon, or portable electric mixer at medium speed, beat butter, sugar, eggs, and vanilla until smooth and fluffy.
3. With wooden spoon, stir in half of flour mixture. Then add rest of flour mixture, mixing with hands if necessary.
4. Refrigerate dough, covered, several hours, or overnight.
5. Preheat oven to 400F. Divide dough into 4 parts; refrigerate until ready to roll out.
6. On lightly floured surface, roll out dough, one part at a time, ⅛ inch thick.
7. With floured 2½-inch assorted cookie cutters, cut out cookies. Place, 2 inches apart, on ungreased cookie sheets.
8. Bake 8 minutes, or just until set and light-brown around the edges. Remove to wire rack; cool completely. Decorate as desired.

MAKES ABOUT 5 DOZEN



The Dinosaur Cookie Recipe was the one at the left. WITHOUT the nutmeg.

Color dough with food coloring if desired.

This one came with the dino cookie cutters

Butter Cookie Recipe

1 Cup Butter
1 Cup Sugar
1 Egg
1 Teaspoon Baking
2 Tablespoons Orange Juice
1 Teaspoon Vanilla
2½ Cups Flour

Mix first six ingredients with electric mixer until fluffy. Gradually stir in flour by hand until well mixed. Chill 2 to 3 hours in refrigerator until firm enough to roll out with rolling pin. Preheat oven to 400-F. Roll out half of the dough at a time on a floured board until 1/8" to 1/4" thick. Cut with your cutters, sharp edge down, and place cookies on ungreased cookie sheet.

Decorate at this stage with colored sugar crystals, chocolate jimmies, raisins or nuts, or leave plain for decorating with icing after baking.

Bake 6 - 10 minutes at 400°F until edges of cookie are light brown. Remove from cookie sheet and cool on wire rack.

When cool, use icing for decorating by spreading evenly over whole cookie and applying sugar crystals etc., or use icing bag and tips for outline details, facial features, clothing, etc.

Buttercream Icing Recipe

3 Cup Confectioners Sugar
1/3 Cup Butter
1 to 2 Tablespoons Milk
1 Teaspoon Vanilla

Combine above ingredients and mix completely.

Sugar Glaze Recipe

2 Cups Confectioners Sugar
4 Teaspoons Light Corn Syrup
4 Teaspoons Milk
Food Color (Optional)

Mix thoroughly and spread over cookies as a base for decorating. It will dry shiny and firm.

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Dinosaur Echo

Name a dinosaur and have the children say it back. Repeat with other dinosaur names. Another time have the children echo back using a whisper, gruff, squeaky, or loud voice.

About the Dinosaurs

Hold up a picture or model of each type of dinosaur. Talk about the different characteristics of each one.

• **Apatosaurus** used to be called Brontosaurus. It was a vegetarian who fed mainly from the treetops because of its very long neck.

• **Diplodocus** was one of the longest dinosaurs, having a very long neck and tail, but a short body. It was a vegetarian who ate from tree tops.

• **Pteraranodon** was a large flying reptile. It lived in cliffs near water and fed mainly on fish. It had a very wide wing span, much like a glider.

• **Stegosaurus** was a vegetarian. Its head was very low to the ground and thus it ate mostly ground cover. It had large bony plates along its back and four spikes on the end of his tail to use for defense.

• **Tyrannosaurus** was an enormous dinosaur, with a huge jaw and long sharp teeth. It had strong hind legs and very short forearms for balance. It was a meat eater.

• **Triceratops** had a huge head with three horns protruding from the face - one was a nose and the other two were horns on its forehead. Triceratops was a plant eater.

[redacted]

Duplicate each dinosaur and glue it to a piece of colored paper. Glue a paint stir stick or tongue depressor to the back of each one.

Hold up one dinosaur. Say to the children, *"Look carefully at the (name)_____. What do we know about him from his picture?"*

(Discussion) Continue with the other dinosaurs.

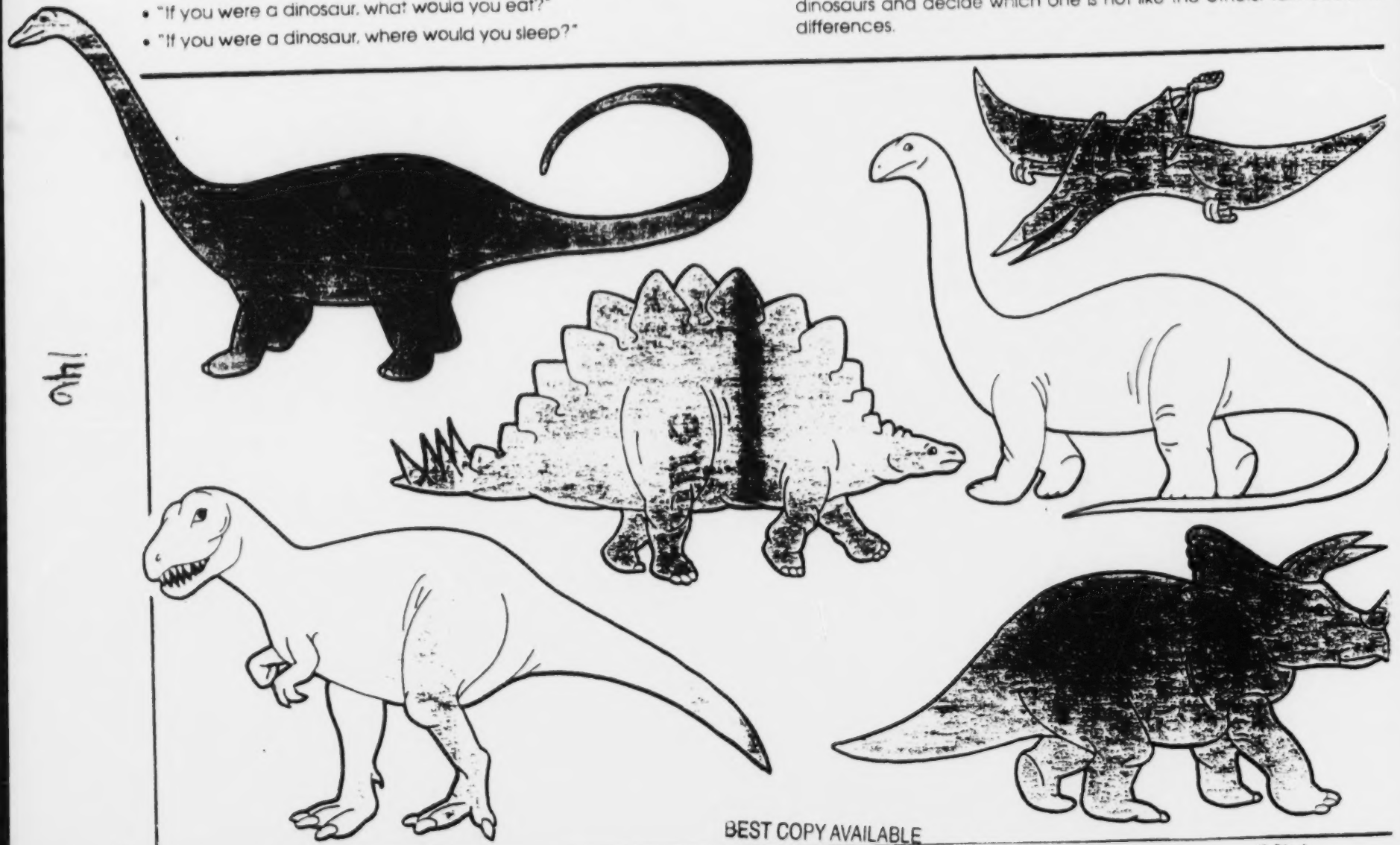
Creative Thinking

ASK THE CHILDREN.

- "If you were a dinosaur, what types of games would you play?"
- "If you were a dinosaur, what would you eat?"
- "If you were a dinosaur, where would you sleep?"

Which One Doesn't Belong?

Duplicate each dinosaur 4-5 times. Back each one with felt or a piec of magnet tape. Put several of the same dinosaur and one differer one on your felt/magnet board. Have the children look at all of th dinosaurs and decide which one is not like the others. Talk about th differences.



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Once Upon a Dinosaur

SIDE A

Band 1 — FOSSIL ROCK

This song celebrates the hard work and years of study by Paleontologists that have made it possible for us to know an amazing amount about dinosaurs.

LYRICS:

Chorus:
Chip, chip away those layers of clay
Knock, knock, knock, do the FOSSIL ROCK
Break up those stones and find some more bones,
Knock, knock, knock, do the FOSSIL ROCK.

One day some scientists started to dig
Knock, Knock, Knock, do the Fossil Rock.
And they found some bones that were awfully big.
Knock, knock, knock, do the Fossil Rock.
They said, "We never saw bones this size before
We think what we've got here is a dinosaur."

(Repeat Chorus)

They found elbow bones and knees and toes.
Knock, knock, knock, do the Fossil Rock.
They found jaw bones with teeth all in rows.
Knock, knock, knock, do the Fossil Rock.
Rib bones, hip bones, shoulder bones and thighs,
Bones of every shape and bones of every size.

(Repeat Chorus)

They found dinosaur footprints on the land.
Knock, knock, knock, do the Fossil Rock.
Some big as umbrellas, some small as your hand.
Knock, knock, knock, do the Fossil Rock.
Well, they kept on digging and
Know what they found?
Fossil dinosaur eggs
Down deep in the ground.

(Repeat Chorus)

Fossils tell us the dinosaurs' size and weight,
Knock, knock, knock, do the Fossil Rock.
Where they lived and what they ate.
Knock, knock, knock, do the Fossil Rock.
Thanks to those scientists so patient and slow,
We've learned what we've learned
And we know what we know.

Band 2 — WE WANT TO LEARN ABOUT DINOSAURS

This song suggests several practical and active approaches to increasing one's knowledge of dinosaurs.

LYRICS:

Chorus:
We want to learn about dinosaurs
Those wonderful creatures called dinosaurs
We want to learn about dinosaurs
That lived so long ago.

We can go to a park and see their
Prints in the stones,
We can go to a museum and see dinosaur bones.
If we go to the library and take a good look
We can find their pictures in a dinosaur book.

(Repeat Chorus)

Sometimes I see stories in a magazine
Or in a newspaper or on our T.V. screen,
We still are discovering, we still are learning more
About those wonderful creatures called the dinosaurs.

We wish they were still living,
We know what we would do
We would make a million visits
To the dinosaur zoo!

(Repeat Chorus)

Band 3 — THE STEGOSAURUS

This late Jurassic creature was an armoured dinosaur whose name means "roof lizard." He averaged a little over twenty feet in length and 2 tons in weight. And his brain was only the size of a walnut!

LYRICS:

One day a Stegosaurus went out walking
On the track, track, track.
He had a lot of bony plates that stood
Up on his back, back, back.
His hips were up so very high,
His head hung down so low,
No matter how many plants he ate
His front legs would not grow.

One day a Stegosaurus went out walking
On the trail, trail, trail
He had two pairs of sharp and spiky
Horns upon his tail, tail, tail.
He dragged his tail behind him, but
When danger came his way
He'd swing his spiky tail to scare
His enemies away.

There once was a Stegosaurus, he was
Sleepy, he was slow, slow, slow.
He never had to hurry 'cause he had no
Place to go, go, go.
His head was very tiny, and
The reason it was plain,
It was just the right size for his
Itty, bitty brain.

Band 4 — MY PET TYRANNOSAURUS

The Tyrannosaurus Rex was really a terribly fierce animal and the only way to enjoy him as a "pet" would be to tame him in our imagination!

LYRICS:

One night I had a dream
A magician worked a hex
And changed my pet dog Bingo
Into a Tyrannosaurus Rex.
Well, we certainly had the biggest pet.
My friends thought he was cool.
All the teachers ran and hid
When we took him to school.

Tried to hide him from my mother
But that was very hard.
His head was in the attic
But his tail was in the yard.
We fed him Bingo's dogfood,
Thought that was what he'd wish.
He gobbled thirty boxes
And then he ate the dish.

Our old dog was a faithful guard
He scared strangers from the yard.
He watched over the house at night,
But his bark was much worse than his bite.
Now every burglar respects
The home with a Tyrannosaurus Rex
Afraid to meet one in the dark, 'Cause
Their bite is much worse than their bark!

He found the refrigerator,
This giant carnivore,
Ate turkey, steaks and lamb chops
Then looked around for more.
His head scraped all the ceilings,
His claws scratched all the floors.
He crashed against the furniture
And got stuck in all the doors.

My mom said, "He has got to go
If he breaks one more thing
This house just isn't big enough
For a Tyrant Lizard King!
If he stays we'll soon see the roof
Come down around our necks
'Cause everything he touches,
This Tyrannosaurus wrecks!"

So if you are outside some day
And see a Tyrannosaurus stray
Looking lost and so alone,
Do give the poor dear thing a home.
He won't shed fur, he will catch mice
A big appetite's his only vice.
He likes to be tickled on the nose
And washed down with the garden hose.

Next morning when I awakened
I had Bingo back again,
The house was back to normal,
But one thing isn't plain —
If I were only dreaming,
Then what's the reason for
Those smudges on the ceiling
Those scratches on the floor?

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ONCE UPON A DINOSAUR

Band 5 — THE PLANT EATERS

Dinosaurs were divided into meat eaters (carnivores) and plant eaters (herbivores). Plant eaters had shorter, blunt teeth or sometimes beaks like parrots or bills like ducks. Some of the largest dinosaurs were herbivores.

LYRICS:

Chorus:
Plant eating dinosaurs, plant eating dinosaurs
They were called the herbivores
Plant eating dinosaurs, plant eating dinosaurs
They were called the herbivores

Nibbling plant leaves, gobbling twigs,
They always were hungry 'cause they were so big.
Chewing on vines and swallowing roots,
Giant ferns and bamboo shoots.

(Repeat Chorus)

Buds and blossoms and ivy and thatch
All disappeared down the hatch
Some had bills like a duck,
Some had beaks like a bird.
And some had the longest names you ever heard.

Let's say some of their names: Monoclonious, Casmasaurus,
Cetiosaurus, Diplodocus, Plateosaurus, Psittacosaurus.

Plant eating dinosaurs loved all their greens.
Ginkgos and cycads and seaweed — and beans!
And their dinosaur moms never once had to say,
"Now eat up those veggies or you can't go and play!"

(Repeat Chorus Twice)

Band 6 — BIG BAD AL

An ancestor of the Tyrannosaurus Rex, the Allosaurus was a giant carnivore (meat eater) who lived during the late Jurassic Age. He was a skilled and ferocious hunter whose jointed jaw and skull allowed him to swallow enormous bites. His name means "leaping reptile." He averaged thirty feet in length and weighed about 8 tons.

LYRICS:

I'm Allosaurus, I'm no one's pal.
Everybody calls me Big Bad Al.
I'm no one's friend and I'm no one's pet
'Cause I'm as fierce and as ugly
As a dinosaur can get.

Chorus:
I'm Big Bad Al, not Mr. Nice Guy.
Everybody runs and hides when I walk by.
I'm Allosaurus so fierce and mean.
One of the biggest, baddest dinosaurs
The world has ever seen.

I have long sharp teeth, I have claws on my feet.
As a hunter, I'm a champion; I'm hard to beat.
I don't care if other dinosaurs are big or small,
At breakfast, lunch or dinnertime, I love them all.

(Repeat Chorus)

My manners are crude, my temper is mean.
I'm the roughest, toughest reptile you've ever seen.
I don't want to learn how to have fun or play
My favorite game is making other creatures run away.

(Repeat Chorus)

I'm Big Bad Al and braggin's my style.
When I show you my teeth, don't think it's a smile.
I'm Allosaurus, so fierce and strong
The only nice thing I have ever done is sing this song.

(Repeat Chorus)

Band 7 — DINOSAUR DANCE

In studying dinosaur skeletons, scientists can tell by comparing hip, knee and pelvic structures to present-day animals just how the dinosaurs must have moved.

LYRICS:

Chorus:
Standing up tall or down on all fours,
It's fun to dance like the dinosaurs.

Let's do the Dinosaur Dance
Just like a Brontosaurus.
The Brontosaurus weighed thirty tons.
He was one of the heaviest ones.
When he put his big feet on the ground,
The earth shook and rumbled all around.
Let's STOMP like a Brontosaurus.

Hooray for the Brontosaurus!

(Repeat Chorus)

Let's do the Dinosaur Dance
Just like a Tyrannosaurus.
To walk like a Tyrannosaurus Rex
We put our heads down and we stretch out our necks,
And we tuck up our arms and we place our feet wide.
When we walk we waddle from side to side.
Let's WADDLE like Tyrannosaurus.

Hooray for the Tyrannosaurus!

(Repeat Chorus)

Let's do the Dinosaur Dance
Just like Ornithomimus.
Ornithomimus is a big long word.
It means this dinosaur was like a bird.
He looked something like the ostriches in the zoo,
With his big, long legs he could strut like them, too.
Let's STRUT like Ornithomimus.

Hooray for Ornithomimus!

(Repeat Chorus)

Let's do the Dinosaur Dance
Just like Ankylosaurus
Now Ankylosaurus was chunky, not tall.
When he went for a walk it was more like a crawl.
The thick, heavy shell that he carried around
Was good for protection but did slow him down.
Let's CRAWL like Ankylosaurus.

Hooray for Ankylosaurus!

Standing up tall or down on all fours
It was fun to dance like the dinosaurs.

SIDE B

Band 1 — THE BRACHIOSAURUS' SONG

The Brachiosaurus was the giant of the late Jurassic Age sauropods. He was approximately 40 feet tall and 80 feet long.

LYRICS:

I'm a Brachiosaurus, and it's no wonder
That when I walk it sounds like thunder.
My legs are so thick, my body so fat,
I weigh as much as twenty elephants,
Imagine that!

Chorus:
So let's all sing a chorus for Brachiosaurus,
The gentle giant of the dinosaurs.

My neck is so long I could look you in the eye
If you stood on a building four stories high
I'm a gentle plant eater, I'm no fighter.
I like to stand in deep water 'cause
It makes me feel lighter.

(Repeat Chorus)

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When I'm out of the water and on solid ground,
My steps make the earth tremble all around.
For my meals I like nibbling the tops of tall trees,
And I'm so enormous I can reach them with ease.

(Repeat Chorus)

My head is forty feet up in the air.
The tip of my tail is — uh — somewhere back there.
I may be huge but I'm not clever at all
'Cause my brain's just the size
Of a ping-pong ball.

(Repeat Chorus)

Band 2 — REPTILE RAP

LYRICS:

We all can say the alphabet with ease
But do you know the Dinosaur ABC's?
Dinosaur names are such fun to say.
Much more than all the people names we hear each day.
Let's start rappin' now ready, set, go!
And see how many Dinosaur names we know.
There's ANKYLOSAURUS, that starts with an A.
And ALLOSAURUS isn't hard to say.
ALAMOSAURUS is another "A" word,
and also ARCHEOPTERYX, a real early bird!
We'll say BRONTOSAURUS now, moving on to "B",
And BRACHIOSAURUS, who was tall as a tree.

CORYTHOSAURUS comes next in line
Along with tiny COMPSOGNATHUS. We're doing fine!
Listen to the "D" names as we go on:
DEINONYCHUS, DIPLODOCUS, DIMETRODON.
"E" is for ELASMOSAURUS, all alone.
"F" is all the FOSSILS that were found in stone.
"G" is GEOSAURUS AND GORGOSAURUS, too.
The HADROSAUR family for "H" will do.

Now the next letter as we move on
Is "I" for the big IGUANODON.
"J" is for JURASSIC Age of dinosaur times.
"K" is for KENTROSAURUS, found in African climes.
LESOTHOSAURUS, with its leaps and hops
Starts with an "L", just like the LEPTOCERATOPS.
It's time for MEGALOSAURUS in our rhyme today,
And MONOCLONIUS, that's fun to say!
"N"'s for NODOSAURUS with its knobby shell,
And little NOTOCERATOPS, as well.
We've got ORNITHOLESTES, that starts with an "O",
And ORNITHOMIMUS, too. Way to go!
"P" is for PROTOCERATOPS and PLATEOSAUR,
PACHYCEPHALOSAURUS, too, and there are more.
QUETZLCOATLUS begins with a "Q".
He had big, wide leathery wings, and he flew.
"R"'s for RUTIODON, a crawly reptile
That looked a lot like a crocodile.
Our old friend STEGOSAURUS starts with an "S",
And so does SUPERSAURUS, a giant, no less.
Some of our favorites are coming up next:
TRICERATOPS and TYRANNOSAURUS REX.

"U" is ULTRASAURUS, most gigantic one of all
Who, scientists say, was maybe sixty feet tall!
"V"'s for VEGETARIAN dinosaurs
Who got their VITAMINS from eating VINES and other plants galore.

"W" is for WINGS that let the Pterodactyl fly
And helped the big Pteranodon to soar through the sky.

"X" marks the map where bones and fossils were found.
"Y" is for the YEARS and YEARS they lay in the ground.
There's no dinosaur yet that starts with a "Z".
So we'll leave that open for the next discovery.

There are so many dinosaurs of course there isn't time
To mention every one of them in our rhyme
But still, we did have lots of fun
Rappin' those reptiles, one by one!

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The Dinosaur

Rita Shotwell

Ages: 3–6 years

Benefits: Concentration skills
Coming in on cue
Coordination of actions and words

Directions: Practice saying the words, "oh my!" while putting both hands up to sides of mouth (cheeks). Tell the children to watch you closely and every time you put your hands up to your face, they are to do the same and say, "oh my!" (with expression).

Tell the story, one line at a time and have children come in on signal.

Story:

A dinosaur walked into town
Oh my!
He walked without making a sound
Oh my!
He looked to the left, he looked to the right
Oh my!
He looked all around, it was such a sight
Oh my!
He spotted a boy, he spotted a girl
Oh my!
He started to dance, he started to twirl
Oh my!
He laughed as he ran all over the town
Oh my!
He started to jump and then he fell down
Oh my!

Variation: Have half of the group be dinosaurs and act out words. The other half of the group will say, "oh my!" as the teacher tells the story. Repeat the story and change roles so everyone has a chance to be a dinosaur.

Developmentally Appropriate Practices

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Joyce Hook

Janet Imel

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ADULT and CHILD INTERACTION

A large portion of child directed activities are appropriate for the preschool years.

The caregiver accepts and appreciates the child at his or her developmental level (doesn't try to change or speed up their development and doesn't expect more skill than their level of development permits).

**Caregivers praise the child's action, not the child.*

**Caregivers facilitate the child's learning by:*
--being curious about the world
--being enthusiastic about new objects and experiences
--asking open-ended questions such as, "I wonder what Big Bird likes to eat for lunch?"
--setting the environment so children can be independent and teach themselves.

**Caregivers support and encourage children's initiatives, ideas, and efforts.*

**Caregivers listen seriously to each child.*

**Caregivers get on the child's level and maintain eye contact while communicating with children, using open-ended questions and reflective statements that expand the child's thinking.*

**Caregivers use positive guidance techniques-- telling the child what he/she can do, rather than using a lot of negatives. "Walk in the room, please." "Use quiet voices." Positive comments are given for appropriate behavior and negative behavior is ignored whenever possible.*

**Caregivers encourage children to express their feelings, cooperate with others, take turns, and problem solve difficulties.*

Caregivers help children to feel comfortable in the setting, relaxed and happy, and to become **INVOLVED IN PLAY.*

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CURRICULUM - THE CHILD LEARNS

Curriculum is:

-all that goes on in the program when the young child is present (children are constantly taking in information!)

Age and Individually Appropriate Curriculum:

Good curriculum decisions are made when

-the age of the child is considered

-the developmental level of the child is considered

-the interests of the child are considered

-the learning cycles is realized and applied to each child so appropriate expectations can be made.

The Learning Cycle:

1) awareness

2) exploration

3) inquiry

4) utilization

Learning is complex:

-The child brings her whole self (physical, social, emotional, cognitive and creative) to learning situation.

-The child discovers much knowledge of his/her own. "The sun is hot!"

-The child gains information from her peers, parents, caregivers, and other adults.

-The child builds his/her own ideas by observing and manipulating objects in the environment (play)

-Children ("need to know") are curious and want to find out.

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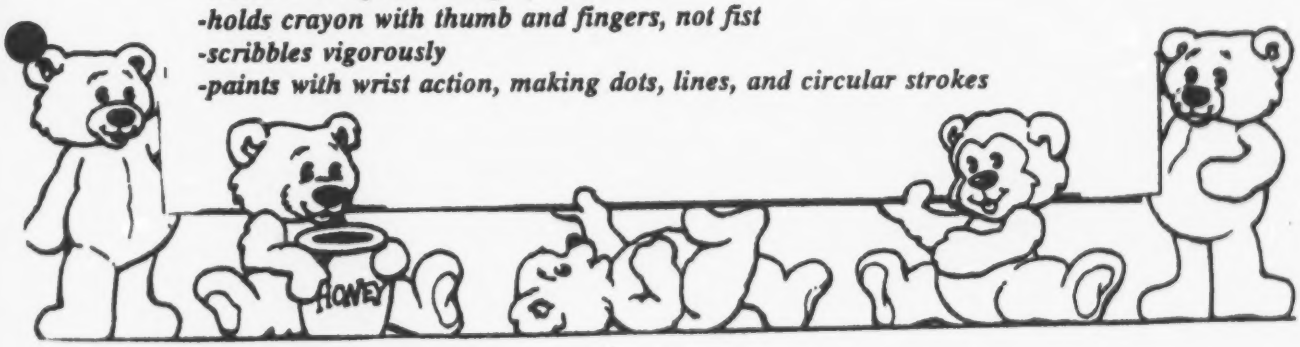
The Two Year Old

Play for the 2 year old:

**With other children:*
-onlooker, solitary and parallel play are most common.

**With materials:*
-sensorimotor or practice play and simple make believe are most common.

Physical Development:
-runs with confidence
-jumps in place with 2 feet together
-walks backwards
-kicks a ball forward
-throws a large ball
-strings 4 large beads
-turns pages singly
-snips paper with scissors
-stacks 4-6 objects on top of each other
-holds crayon with thumb and fingers, not fist
-scribbles vigorously
-paints with wrist action, making dots, lines, and circular strokes



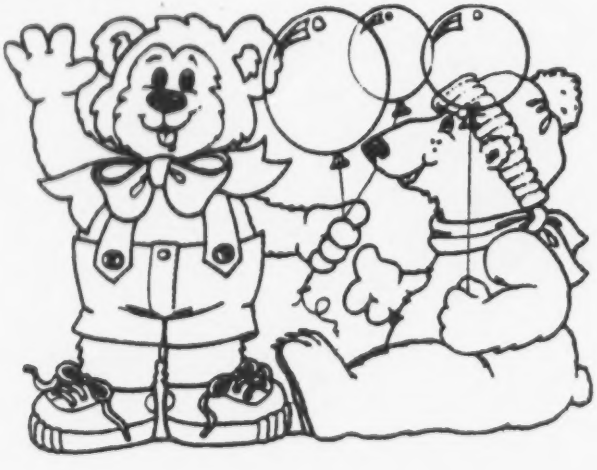
Personal/Social Development:
-often defiant, says "NO"
-shows independence--tries new things on his/her own
-affectionate, gives hugs and kisses
-eager for adult attention
-shows much curiosity
-know gender
-takes off coat, puts on with assistance
-defends his/her own possessions

Cognitive Development:

- *-stacks rings on peg size order, nests cups sequentially*
- *-recognizes self in mirror*
- *-limited attention span*
- *-beginning to understand functional concepts- "spoons are for eating"*
- *-learns through exploration and adult direction*
- *-builds tower of 4-6 blocks*
- *-points to 6 body parts on a doll*
- *-follows simple directions, "Give me the ball."*
- *-talks briefly about what he/she is doing*

Communication:

- *-speaks 50-300 words; 65% intelligible*
- *-uses 2-3 word sentences*
- *-enjoys listening to stories, requests they be repeated*
- *-can state first and last name*
- *-labels common objects and pictures*



The Three Year Old

Play for the 3 year old;

**With other children:*

-associative play, children moving in and out of simple themes of play

**With materials:*

-sensorimotor sill predominates but some time is spent in make believe and construction play

Physical Development:

-walks stairs, alternating feet while holding rail
-hops on one foot
-rides tricycle
-jumps in place, two feet together
-climbs jungle gym
-builds 9-12 block tower
-holds crayons between fingers and thumb
-copies circle
-strings 1/2 inch beads
-cuts across strip of paper

Personal/Social Development:

-friendly, eager to pleas
-eats independently with minimal assistance
-pours from pitcher to cup
-brushes teeth independently
-show affection to younger children or those that get hurt
-buttons and unbutton large buttons
-uses toilet independently
-puts on shoes and socks
-takes turns and shares with encouragement
-uses objects symbolically, pretends a block is a "truck"
-joins in simple games

Cognitive Development:

- *-listens attentively to age-appropriate stories*
- *-recognizes and matches six colors*
- *-names and briefly explains somewhat recognizable pictures*
- *-counts 3 objects*
- *-short attention span; easily distracted*
- *-knows gender and age*
- *-intentionally stack blocks on rings by size order*
- *-words 3-5 piece puzzle*

Communication:

- *-talks to self*
- *-likes to "read" books (explains pictures to others)*
- *-asks increasing number of questions*
- *-carries out 2-4 related directions*
- *-vocabulary of 1,000 words*
- *-uses "ed", "s", "ing" on verbs correctly*
- *-sentences of 4-5 words*
- *-uses "I" or "me" to refer to self*
- *-repeats nursery rhyme, sings a song*
- *-understands "Let's Pretend"*
- *-understands big, bigger, long, short, etc.*

The Four Year Old

Play for the 4 year old:

**With other children:*

-associative play and some cooperative play involving longer time span and more complex.

**With materials:*

-less sensorimotor with an increase in make believe and construction play.

Physical Development:

-walks backwards heel to toe
-walks full length on balance beam
-jumps forward 10 times without falling
-climbs ladders, trees, playground equipment
-turns somersaults
-throws ball overhand
-builds tower of 10 times without falling
-holds crayon with tripod grasp
-threads small beads on string
-cuts continuously on line
-copies cross and square
-catches a rolled ball

Personal/Social Development:

-outgoing, friendly, overly enthusiastic at times
-moods change rapidly and not predictably
-imaginary playmates common
-appears selfish, not always able to take turns
-tattles on other children
-close friendships, may have a "best" friend
-accepts responsibility
-cuts food easily with knife
-laces shoes
-buttons medium to small buttons
-hangs up coat, puts toys away
-interest in gender difference
-attends well for stories
-enjoys being part of a group

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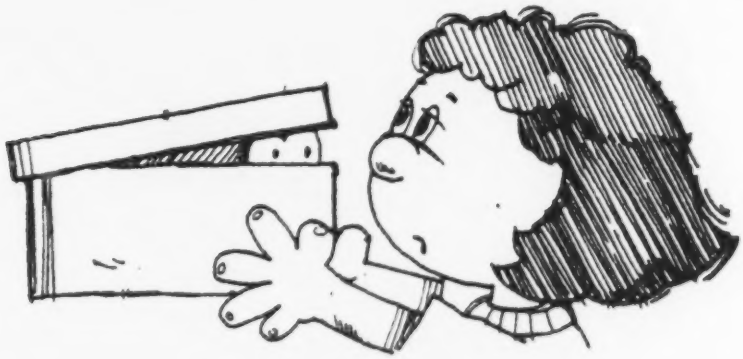
Cognitive Development:

- *-works puzzles of 10-14 pieces*
- *-draws person with 6 recognizable parts*
- *-knows own street, town, and maybe phone number*
- *-longer attention span, but still easily distracted*
- *-understands yesterday, last week, and long time ago*
- *-comprehends 1:1 correspondence*
- *-identifies number 2 and 3*
- *-matches letter, shape and number cards*



Communication:

- *-plays with words, rhyming and nonsense words*
- *-listens to long stories*
- *-recites and sings simple songs and rhymes*
- *-uses pronouns*
- *-asks "how" and "why" questions*
- *-understands sequence and can follow sequence commands--first and then*
- *-uses because to denote causality*
- *-joins sentences together*
- *-identifies common opposites such as hot and cold*
- *-understands abstract words*

Five Year Old

Play for the 5 year old:

With other children:

-cooperative play and games with rules

With materials:

-minimal sensorimotor, some make believe, and an increase in constructive play

Physical Development:

-runs lightly on toes
-walks sideways on balance beam
-skips with alternating feet
-catches ball thrown 3 feet with accuracy
-balances on either foot for 10 seconds
-demonstrates good control of pencil
-holds pencil properly
-colors within lines
-hand domination usually established
-pastes and glues appropriately
-copies or writes first name
-cuts simple strips
-copies triangles

Personal/Social Development:

-enjoys friendships
-generous, shares toys, cooperates and takes turns most of the time
-participates in group play
-generally does what caregiver requests
-continues to ask many questions
-dresses self completely
-makes simple purchases
-may exhibit fears, (dogs, dark, mother not returning)
-crosses street safely

Additional Ideas

Ready-to-Use Activities for Before and After School Programs

Verna Stassevitch
Patricia Stemmler
Rita Shotwell
Marian Wirth

Illustrations by Patricia Stemmler

RTUA = abbreviation for Ready-to-Use

THE CENTER FOR APPLIED RESEARCH IN EDUCATION
West Nyack, New York 10995

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Q-Tip™ Painting

(Homemade Markers)

Ages: 3–8 years

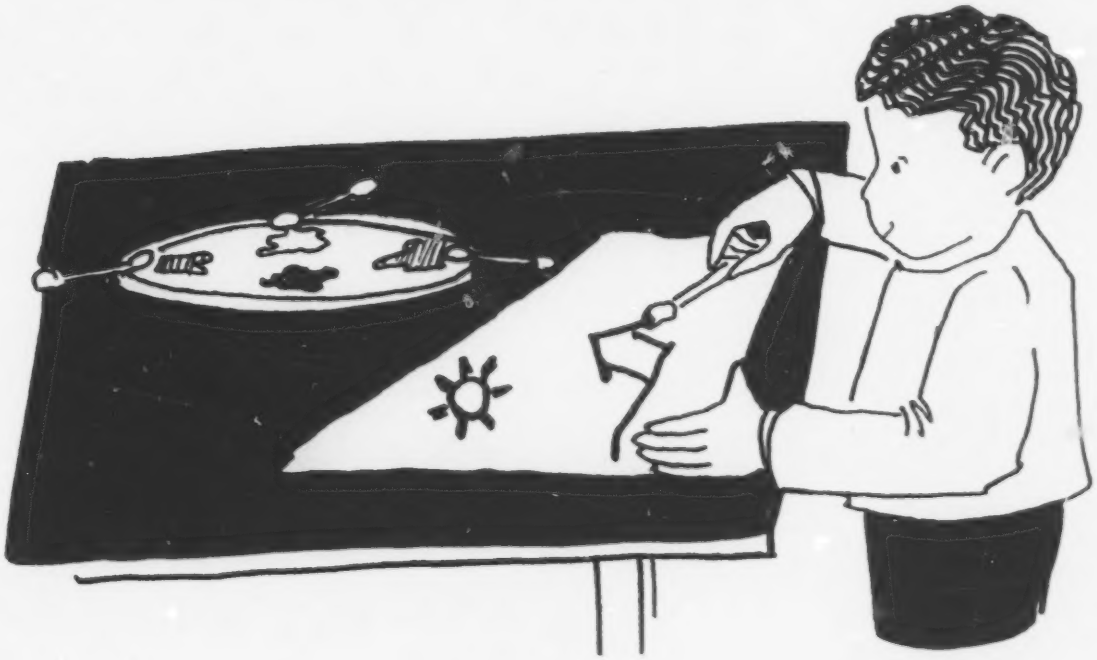
Materials & Equipment:
Food coloring
Q-tips™ or other cotton swabs (at least one per color, preferably two)
Plastic lid or saucer
Typing, drawing, or any kind of paper to draw on
Smocks for children

Directions: Children should wear smocks to prevent staining clothes. Ideally, the group should consist of not more than four children.

Place a few drops of three or four colors (undiluted), in separate places around the plastic lid or saucer. Each color has its own cotton swab near it. Children then dip and draw.

The emphasis should be on children's exploring color effects rather than creating a finished product.

After initial exploration with undiluted colors, the teacher can place a cup of water near the color palette; then children can explore diluting the colors by dipping the cotton swab in water as well as color. They can also mix colors on paper for different effects.



Comments: This project presents an interesting discovery experience for any age.

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Fingerprint Pictures

Ages: 5–10 years

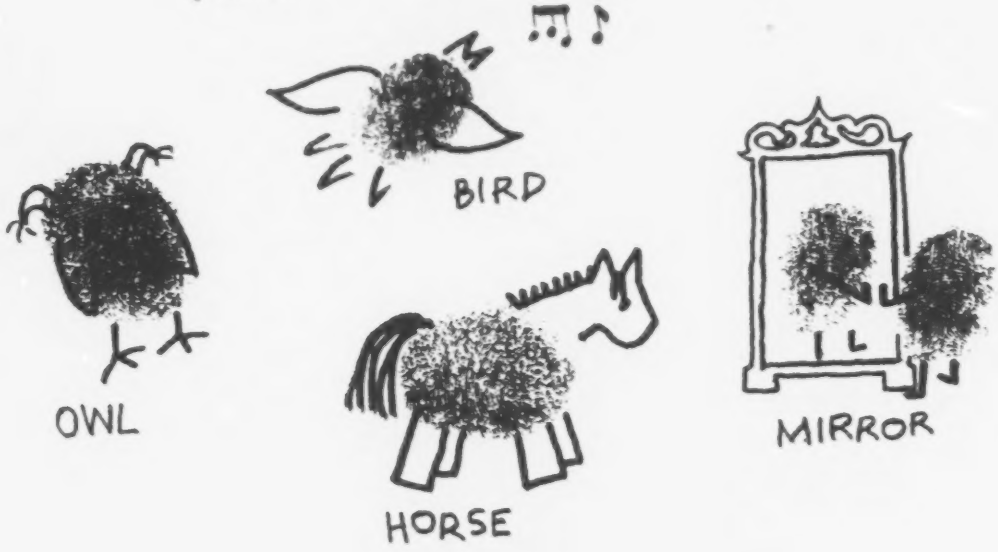
Materials & Equipment: Small pieces of drawing paper
Stamp pad
Colored drawing markers

Directions: Cut 8½-by-11-inch drawing paper into six pieces or use 3-by-five-inch cards, if available.

Have child make a clean fingerprint on the paper using a stamp pad and pressing. (This activity all by itself intrigues younger children.)

Once the fingerprint is made, have child study it for a moment to see if they can visualize it as part of an animal.

Use the marking pen to draw all of the details needed to complete the pictures.



Comments: Older children may want to design a few note cards using fingerprint pictures. This project will stimulate children's humorous imaginations.

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Foam and Pipecleaner Sculptures

Ages: 3–7 years

Materials: Large and small foam packing material

Pipecleaners (chenille strips) cut into different lengths

Foam trays or box lids

Large foam packing pieces may be obtained free from many appliance dealers.

Small round, square and peanut shape pieces can usually be collected from jewelry/china stores. The only costly items for this activity are the pipecleaners.

Directions: Using the larger pieces of foam as a base, children can stick the pipecleaners in the base and twist them into any shape they want. They may wish to add small pieces of foam to the projecting end of the pipecleaner, or add the small pieces to the pipecleaner first. Some children may make realistic figures (people or animals), others may prefer abstract creations. Try to keep the activity open-ended and allow children to experiment with the many ways these pieces can be put together.

Paperbag Building Blocks

(Inexpensive, Reusable Building Material that Children Can Make)

Ages: 3–10 years

Materials: Brown paper grocery bags
Newspaper
Masking tape

Directions: Separate sections of newspaper into single sheets and have children crumple up the paper and stuff it into a grocery bag until the bag is about half full of crumpled paper. Fold top over twice and tape all the way around the bag once.

An assembly line approach works very well if you have at least five to seven children working on this project. Separate children into four work groups:

1. Crumplers
2. Stuffers
3. Folders
4. Tapers

Paper bag blocks are not flat enough to build tall structures but children can use them to build walls if stacked between large cardboard boxes. A group of 5-year-olds built a wonderful castle using this method.

Extended Project: At Hallowe'en time, stuffed grocery bags painted orange make a magnificent pumpkin patch. Tie bags at the top rather than tape to make a stem.

Sponge Printing

Ages: 3–10 years

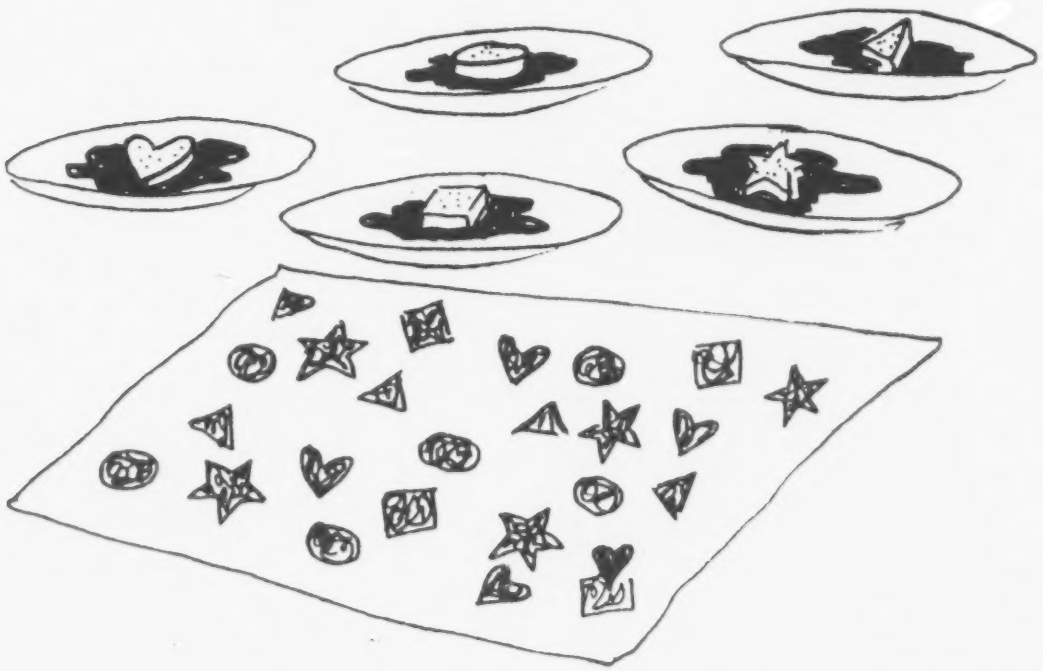
Materials: Small flat sponges
Tempera paint or printing ink
Paper plates
Paper

Directions: Cut sponges into a variety of shapes: stars, hearts, triangles, circles, squares.

Mix tempera in small amounts, about the consistency of thick cream, and pour small amounts onto paper plate. Use a separate paper plate for each color. (Paint puddle on plate should not be too deep.)

Wet the sponges in water and wring them out. They should be just damp.

Place each sponge into the tempera then onto paper to print. Combine shapes and colors in whatever fashion you desire.



Comments: Older children may want to print some gift wrap paper.

Potato Printing

Ages: 3–11 years

Materials & Equipment: Baking potatoes, or any large size potatoes. Each potato will make two printers.

Knife and spoon

Paper

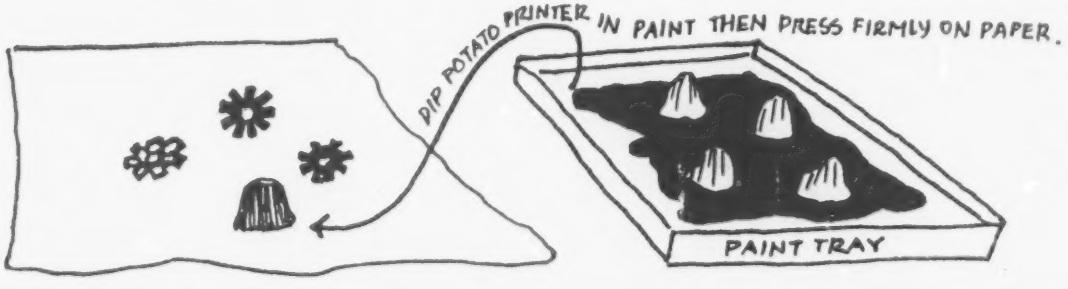
Color media: paint (tempera or acrylic); printing or India ink; food coloring; stamp pad

Directions: Cut each potato in half horizontally, taking some care to make a flat cut. This will help to ensure a good print.

For young children (ages 3–5) the teacher should carve the design into the cut end of the potato. Older children are fascinated with carving their own designs.

Designs are made by removing pieces of potato, where you don't want an ink image. This is called a relief print. What you cut away will not print. Cuts do not have to be deep (see illustration).

After the design is cut into the potato, any color media is placed on a dish, plastic lid, or flat pan. Only enough paint is needed to cover the flat surface of the potato. After it is dipped, the potato is carefully pressed onto paper.



Variations & Comments: An obvious advantage to potato printing is that many copies can be made. Potato designs can be used for decorating greeting cards, invitations, note paper. To make gift wrapping paper, use the potato print over and over on tissue or other large paper.

Snowflake designs may be made in winter, flower shapes in spring. Some teachers object to using food in arts and crafts work. Flat sponges, cut with scissors into shapes, may be used instead of potatoes.

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Beanbag Bowling

Ages: 3–11 years

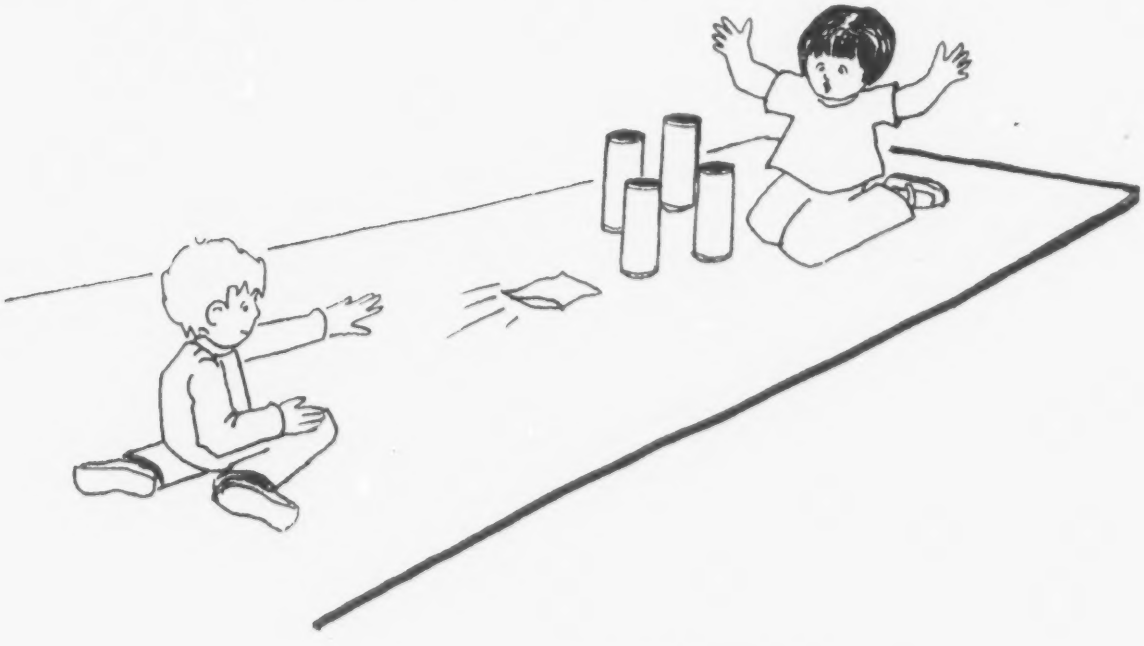
Equipment: One or two beanbags
Four or more Pringle™ cans
The game requires a smooth, shiny floor to play on.

Benefits: Eye-hand coordination
Relaxation

Directions: Arrange Pringle™ cans any way you like. We suggest arranging four cans in a diamond shape. The "shooter" throws and slides the beanbag to try to knock down as many "pins" as possible. After two throws, the "shooter" becomes the "pin setter" and sets up the Pringle™ cans for the next bowler.

Older children may want to use more "pins" or set them at a greater distance from the throw line. Older children may also want to learn "real" scoring.

Comments: This is a game a child can play alone or in a very small group. A roll of plastic carpet cover (runner) could be used as a bowling alley if no slippery floors are available. There is something very satisfying about sliding a beanbag across the floor and watching it plow into a line of pins. Children learn to increase the force of their throwing while maintaining aim.



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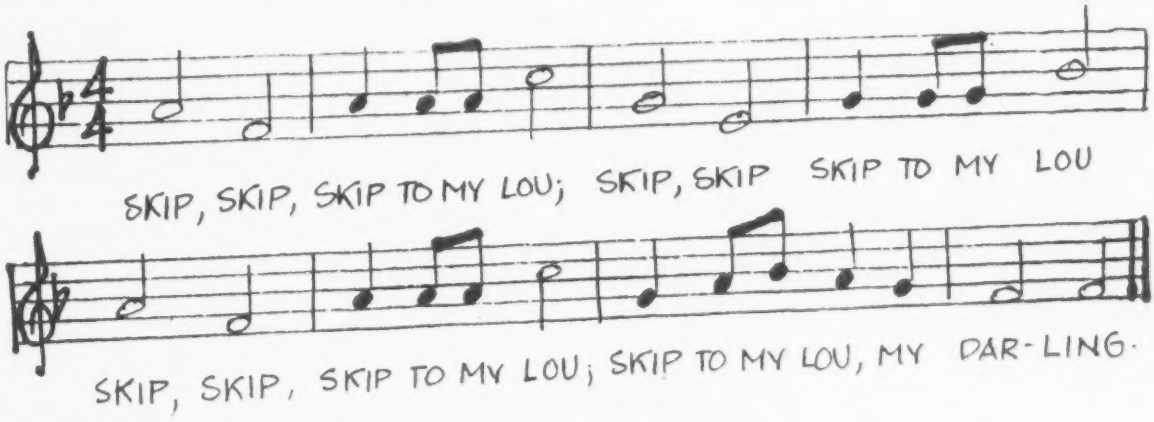
Variations on "Skip to My Lou"

Ages: 3–5 years

Directions & Comments: Children will sing and move around the room freely, but all follow a single locomotion pattern, which the teacher or a leader changes with each verse. This activity provides vigorous indoor exercise on a rainy day, as well as fun and certain social skills. It also works on coordination and control: stopping, starting, and changing.



Variations:

Jump, jump, jump to my Lou, etc.
Hop, hop, hop to my Lou, etc.
Fly, fly, fly like a plane, etc.
Skate, skate, skate on the ice
Swim, swim, swim like a fish
Float, float, float like a leaf
Tip-toe-tip to my Lou
Walk, walk, walk to my Lou
Backwards, walk to my Lou
Sideways, walk to my Lou

Comments: The teacher needs firm yet gentle control when children are moving freely. There is a balance needed between freedom and structure. Too much freedom means children may bump each other and sabotage the game. Too much control may take the fun out of moving in one's own unique way. Experiment and see what works. You might start the game with just three or four children and add a few more with each verse.

GOOD MORNING

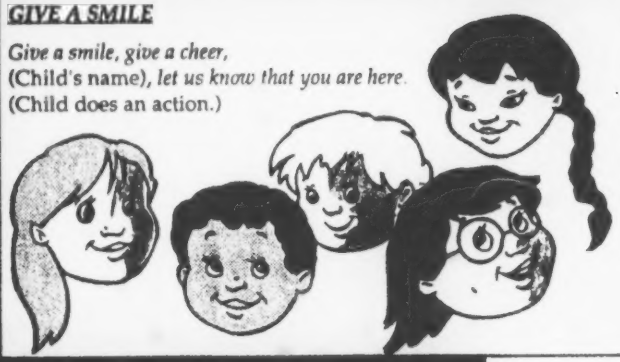
Good morning, good morning,
How are you today?
You've come to school,
To laugh and sing and play.

Let your hands go clap, clap, clap.
Let your fingers snap, snap, snap.
Fold your arms and close your eyes,
Shhh! Be very quiet. (Whisper)

Roll your hands fast, fast, fast.
Let your wrists shake, shake, shake.
Fold your arms and close your eyes,
Shhh! Be very quiet. (Whisper)

GIVE A SMILE

Give a smile, give a cheer,
(Child's name), *let us know that you are here.*
(Child does an action.)



WHERE IS THUMBKIN?

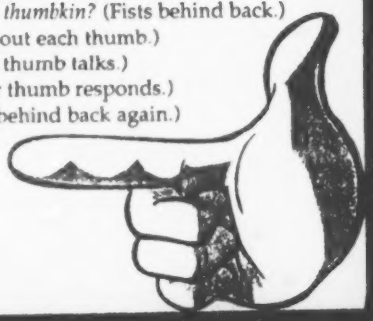
Where is thumbkin? Where is thumbkin? (Fists behind back.)
Here I am. Here I am. (Bring out each thumb.)
How are you today sir? (One thumb talks.)
Very well I thank you. (Other thumb responds.)
Run away. Run away. (Fists behind back again.)

Where is pointer?

Where is tall man?

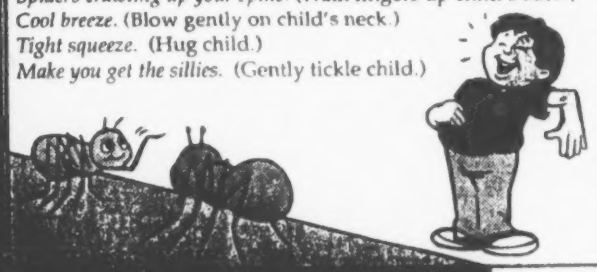
Where is ring man?

Where is baby?



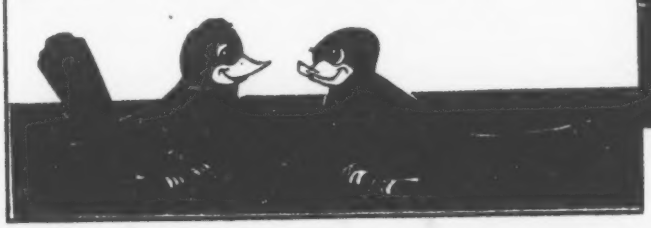
CRISS-CROSS APPLESAUCE

Criss-cross applesauce. (Draw an X on child's back.)
Spiders crawling up your spine. (Walk fingers up child's back.)
Cool breeze. (Blow gently on child's neck.)
Tight squeeze. (Hug child.)
Make you get the sillies. (Gently tickle child.)



TWO LITTLE BLACKBIRDS

Two little blackbirds sitting on a hill, (Fists behind back.)
One named Jack, one named Jill. (Thumbs out front.)
Fly away Jack; fly away Jill. (Fists behind back.)
Come back Jack; come back Jill. (Thumbs out front again.)

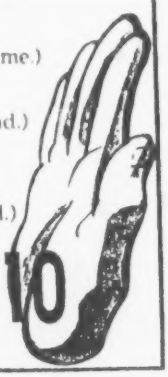


1,2,3,4

One, two, three and four (Point fingers up one at a time.)
I can even count some more.

Five, six, seven, eight (Point fingers up on other hand.)
All my fingers stand up straight.

Nine and ten (Thumbs stand up.)
My thumbs join friends. (Clap when you're finished.)



1 2 3 4 5 6 7 8 9 10

DUPLICATE, COLOR, AND GLUE EACH RHYME TO AN INDEX CARD FOR YOUR FINGERPLAY FILE.

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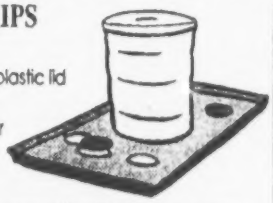
FOR YOUR YOUNGER CHILDREN

USE YOUR COFFEE CANS IN DIFFERENT WAYS

~COLLECT COFFEE CANS AND MAKE SIMPLE GAMES FOR THE CHILDREN TO PLAY.~

SLIP THE CHIPS



YOU'LL NEED
Coffee can with a plastic lid
Poker chips
Self-adhesive paper
Brownie pan/tray

TO MAKE:
1. Cover the coffee can with self-adhesive paper.
2. Cut a slit in the plastic top.
3. Put the poker chips in the coffee can.
4. Set the coffee can on the brownie pan/tray.

TO PLAY: Uncover the can and dump the chips on the pan. Cover the can. Let a child slip the chips through the slit on the top into the can. After the chips are in the can, the child is ready to dump out the chips and play again or leave the can on the brownie pan for another child.

SLIP THE CLOTHESPINS

YOU'LL NEED
Spring-loaded clothespins or traditional clothespins
Coffee can with lid
Self-adhesive paper
Brownie pan/tray

TO MAKE:
1. Cover the can with self-adhesive paper.
2. Put the clothespins in the can.
3. Set the can on a brownie pan/tray.

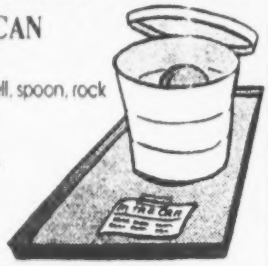
TO PLAY: Dump the clothespins on the brownie pan/tray. Keep the cover off of the can. Have a child clip or slip the clothespins around the edge of the coffee can. As he is playing you might talk with him about:

- *How his family uses clothespins.*
- *If it is hard to clip/slip the clothespins on the can.*
- *The colors of the clothespins.*

When he is finished have him unclip/unslip the clothespins and set them on the brownie pan to play again or get ready for a friend.

VARIATION: Instead of using clothespins slip large plastic paper clips around the edge of the can.

SHAKE THE CAN



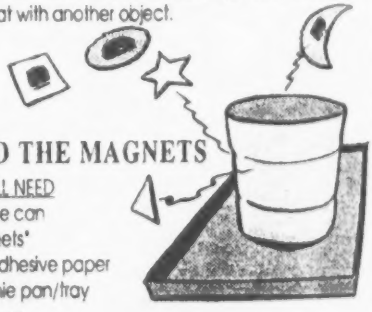
YOU'LL NEED
Object such as a bell, spoon, rock
Coffee can with lid
Masking tape
Self-adhesive paper
Tray
Paper and pencil

TO MAKE:
1. Cover the can with self-adhesive paper.
2. Put the object in the can.
3. Cover the can and tape it closed.
4. Put it on the tray.
5. Tape a piece of paper to the tray. Write *"In the Can"* at the top of the paper.

TO PLAY: Bring the can to one of your circle times. Shake it. Ask the children what they hear? What could it be? Pass it around. Let the children shake it. Keep guessing. After talking about it, slowly pull the tape off of the lid, open the can, and slowly pull out the object. Talk about it.

Reach into your pocket and secretly put another object in the can and tape it closed. Tell the children that you are going to put it on a tray. They should shake it and guess what is inside. You'll write down their guesses on the paper. The next day bring it to circle time, talk about it, and open the can. Repeat with another object.

ADD THE MAGNETS



YOU'LL NEED
Coffee can
Magnets*
Self-adhesive paper
Brownie pan/tray

TO MAKE:
1. Cover the can with self-adhesive paper.
2. Set the can on the brownie pan/tray.
3. Put the magnets on the pan/tray.

• To make magnet pieces cut simple shapes out of posterboard and fasten strips of magnetic tape on one side of each piece.

TO PLAY: Let the children have fun putting the magnets on the can and pulling them off. Rotate the magnets every couple of days so the children are continually motivated.

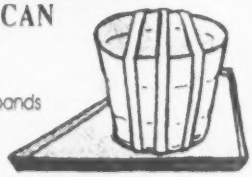
TOSS THE BEANBAGS

YOU'LL NEED
Large coffee or potato chip can
Beanbags
Self-adhesive paper
Brownie pan/tray

TO MAKE:
1. Cover the can with self-adhesive paper.
2. Put the beanbags in the can.
3. Put the can on the brownie pan/tray.

TO PLAY: Set the pan/tray on the floor. Dump the beanbags out. Stand near the can and toss the beanbags into it.

TWANG THE CAN



YOU'LL NEED
Coffee cans with lids
Different size rubber bands
Brownie pan/tray

TO MAKE:
1. Slip one or more rubber bands around each coffee can.
2. Set the can/s on the pan/tray.

TO PLAY: Bring the cans to circle time. Show the children how to pull on the rubber bands and *"twang"* the cans. Listen carefully. Do they hear different *"twangs"*?

Put the tray of cans on a table and let the children twang the cans during free choice. Encourage them to make different sounds by pulling on the rubber bands in different ways.

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pattern page

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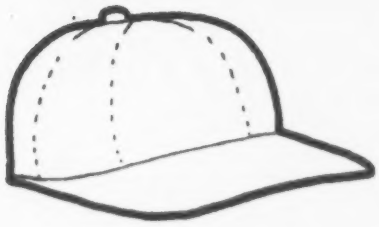

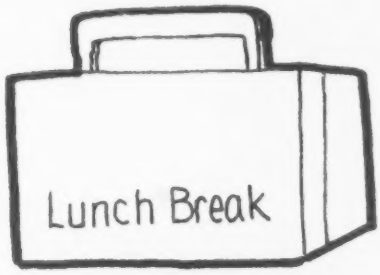

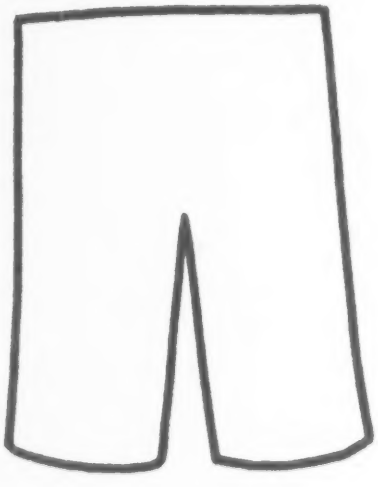

USE WITH/FOR: INTRODUCTORY ACTIVITY, RAZ COMMANDS, NAME TAGS, RAZ GOES TO SCHOOL

Words to The Music

"Monsters"

MONSTERS AND

BAG MONSTER RAG

We had a monster party the other night.
We all made our costumes; they looked just right.
Using paper bags, scissors, crayons, paint, and glue,
We made scary monsters the whole night through.
And did the bag monster rag; shag monster shag.

Bag monster jump up; bag monster jump down.
Bag monster jump up; then we turn around.
Bag monster jump in; bag monster jump out.
Bag monster jump in; then we turn around again.

A bag monster party is a sight to see.
Everybody looks so scary to me.
Bags on our heads, dancing to the beat,
While bag monster rag made us move our feet.
Doing the shag monster shag; doing the bag monster rag.

Bag monsters jump left to the beat.
Left is the direction we move our feet.
Jump left again; it's so easy to do,
Bag monster dancing the whole night through.
We like to shag monster shag; doing the bag monster rag.

Bag monsters jump right to the beat.
Right is the direction we move our feet.
Jump right again; it's so easy to do.
Bag monster dancing the whole night through.
We like to shag monster shag; doing the bag monster rag.

Jumping and shagging, can't stand still;
When we hear this song, we always will
Do the bag monster rag.

DRAGON ACHOO

Pleased to meet you. I'm Dragon Achoo,
And I'm here to show you what real dragons do;
But don't sneeze whatever you do.
Just copy the movements of Dragon Achoo.
Put your claws out!

Listen carefully to Dragon Achoo
Cause I'm here to show you what real dragons do;
But don't sneeze whatever you do.
Just copy the movements of Dragon Achoo.
Show your fangs, sharp and white;
Ready now, take a bite...
Put your claws out!

Listen carefully to Dragon Achoo
Cause I'm here to show you what real dragons do;
But don't sneeze whatever you do.
Just copy the movements of Dragon Achoo.
Wag your dragon tail around
Back and forth, up and down.
Show your fangs, sharp and white;
Ready now, take a bite...
Put your claws out!

Listen carefully to Dragon Achoo
Cause I'm here to show you what real dragons do;
But don't sneeze whatever you do.
Just copy the movements of Dragon Achoo.
Rare back; breathe that fire.
Send the flames higher, higher (Blow out)
Wag your dragon tail around
Back and forth, up and down.
Show your fangs, sharp and white;
Ready now, take a bite...
Put your claws out!

Listen carefully to Dragon Achoo
Cause I'm here to show you what real dragons do;
But don't sneeze whatever you do.
Just copy the movements of Dragon Achoo.
Stomp, stomp, make a sound
As your feet hit the ground.
Rare back, breathe the fire.
Send the flames higher, higher.
Wag your dragon tail around
Back and forth, up and down.
Show your fangs, sharp and white;
Ready now, take a bite...
Put your claws out!!!!!!

Now you know what real dragons do,
So you can be a dragon like Dragon Achoo.

Just don't sneeze whatever you do.....
Ah, ah, ah, ah, ah, ah, Ah-CHOOOOOOOOOO
(Repeat last verse)

MONSTER MASK

I'm a monster that you can't see,
But listen and you can imagine me.
My head's a circle shaped like a ball.
My ears are triangles and very small.

I'm a monster that you can't see,
But listen and you can imagine me.
My nose is square;
My mouth's a rectangle.
My two teeth are triangles, too.

I have three red eyes that help me see.
No other monster looks like me.
I'm a monster that you can't see,
Just listen and you can imagine me.

A round head with red eyes,
A nose that is square,
And rectangles and triangles everywhere.
Imagine what my face might be;
Now make a monster that looks just like me!

FOOTPRINTS

Make a path of footprints in the shapes and sequence of rectangle, triangle, circle, square. Children can step on the footprints as they listen to the song.

I came upon some footprints in the mud and grass;
Bent down for a look with my magnifying glass.
And I said, "Now these tracks don't look like bears or apes,
But I recognize their familiar shapes."
Rectangle, triangle, circle, square,
Rectangle, triangle, circle, square,
Rectangle, triangle, circle, square,
Why there're four-legged monster tracks everywhere!

What awesome creature has come to this place?
Some weird-footed monster from outer space?
I followed the tracks for a mile or so;
Didn't have a clue, just those shapes that go
Rectangle, triangle, circle, square,
Rectangle, triangle, circle, square,
Rectangle, triangle, circle, square,
Why there're four-legged monster tracks everywhere!

I saw the tracks end, and I heard a low moan.....
I decided I better just run on home.

Rectangle, triangle, circle, square,
Rectangle, triangle, circle, square,
Rectangle, triangle, circle, square,
That four-legged monster out there somewhere.

Rectangle, triangle, circle, square,
Rectangle, triangle, circle, square,
Rectangle, triangle, circle, square,
That four-legged monster out there somewhere.

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NSTROUS THINGS

DINOSAURS

Many millions of years ago
The earth was different, of course.
Strange looking creatures walked about.
They were creatures called dinosaurs.

Brontosaurus, Stegosaurus, Triceratops, Iguanodon,
Megalosaurus, Allosaurus, Tyrannosaurus, Trachodon,
Protective scales and monstrous tails,
Long, sharp claws and powerful jaws

Brontosaurus, Stegosaurus, Triceratops, Iguanodon,
Megalosaurus, Allosaurus, Tyrannosaurus, Trachodon,
They ruled the land, the sea and sand
For millions of years till they all disappeared.

Brontosaurus, Stegosaurus, Triceratops, Iguanodon,
Megalosaurus, Allosaurus, Tyrannosaurus, Trachodon,
Now they're extinct, but it's fun to think
Of these creatures called dinosaurs.

They had protective scales and monstrous tails,
Long, sharp claws and powerful jaws.
They weighed thousands of pounds and made thunderous sounds
They ruled the land, the sea and sand
For millions of years. Then they all disappeared.
These creatures called dinosaurs.

Brontosaurus, Stegosaurus, Triceratops, Iguanodon,
Megalosaurus, Allosaurus, Tyrannosaurus, Trachodon,

Brontosaurus, Stegosaurus, Triceratops, Iguanodon,
Megalosaurus, Allosaurus, Tyrannosaurus, Trachodon

BOOGIE MAN BOOGIE

Make a boogie line. Touch the shoulders of the person in front of you, and do the Boogie Man Boogie...HOP! HOP!

Let's do the boogie man boogie, hop hop
The boogie man boogie, hop hop
The boogie man boogie, hop hop
The boogie man boogie, hop hop
Once you start, you'll never stop;
All you've got to do is hop.
The boogie man boogie, hop hop

Everybody make a circle; that's what you do.
Follow the boogie man in front of you.
Hop together to the boogie sound.
Hop hop hop around and around.
Once you start, you'll never stop;
All you've got to do is hop.
The boogie man boogie,

Now you bend your knees down to the ground.
Then you jump up and hop around.
Hop on your left foot; hop on your right.
Put your feet together and hop all night.
Listen and you'll never stop;
All you've got to do is hop.
The boogie man boogie,

Let's do the boogie man boogie, hop hop
The boogie man boogie, hop hop
Let's do the boogie man boogie, hop hop
The boogie man boogie, hop hop
Once you start, you'll never stop;
All you've got to do is hop.
The boogie man boogie,

The boogie man boogie, hop hop
Let's do the boogie man boogie, hop hop
Oh the boogie man boogie, hop hop
Let's do the boogie man boogie, hop hop
Once you start, you'll never stop;
All you've got to do is hop.
The boogie man boogie,
Do the boogie man boogie,
The boogie man boogie
Boogity, boogity, boogity, boogity,
Boogity, Boogity, Boogity, Boogity,
Hop hop, hop hop, hop hop, ...

MISBEHAVING MONSTER

Create a monster manners medal to present to children who remember to say please and thank you.

Hey misbehaving monster,
What makes you such a mess?
Don't you know that good manners
Can help you act your best?
Have you learned "please" and "thank you?"
Can you say, "pardon me?"
Can you talk without whining?
Can you be mannerly?
Don't misbehave, you misbehaving monster!

Hey misbehaving monster,
Can you learn to be polite?
Do you always scream and holler,
Always hit and kick and fight?
Do you have to be so greedy?
Can you learn how to share?
Don't say, "Mine! You can't have it!"
Cause that's not playing fair.
Don't misbehave, you misbehaving monster!

Hey misbehaving monster,
Don't interrupt your friends.
When someone else is talking
Wait your turn; don't break in.
Please don't push; stop that shoving
When you stand in line.
Don't you know your turn's coming?
You can't be first all the time!
Don't misbehave, you misbehaving monster!
Be a friend.

Misbehaving monster, learn to share.
Misbehaving monster, please play fair.
Misbehaving monster wait your turn.
Misbehaving monster, it's time to learn.
Misbehaving monster, let's begin.
Misbehaving monster, be a friend.

DOWN IN THE SEA

(Listen to the song and sing along to answer the rhyming riddles.)

Do you know about the monsters down in the sea,
Slimy, slick, and slippery,
Crusty creatures that crawl; crustaceans that creep,
Lurking in the liquid dark of the deep?
Monsters down in the sea.

What has a hard shell and claws that grab,
Eight legs that run sideways? It's a giant crab.

What's the largest animal, mighty and strong
That weighs many tons and is dreadfully long?
It has a huge mouth but has no teeth,
It swims on the surface and dives beneath.
Monsters down in the sea.
This monster has a king-size tail,
And he spouts out water. It's the great blue whale.

What man-eating fish prowls in the deep,
Has steely black eyes and never sleeps?
It has two rows of saw-edged teeth,
And it eats anything in its reach.
Monsters down in the sea.
This monster's jaws are his trademark
And his fin out of water. It's the great white shark.

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What eight-legged monster crawls and hides;
Grotesque and ugly, but very shy?
To protect itself so it can't be seen,
It shoots out fluid like a black smoke screen.
Monsters down in the sea.
Has a big head and tentacles; it's not like us,
A soft squishy body. It's an octopus.

What has a hard shell and claws that grab,
Eight legs that run sideways? It's a _____

What's the largest animal with a mighty tail,
And he spouts out water? It's the _____

What monsters jaws are his trademark
And his fin out of water? It's the _____

What has eight tentacles; It's not like us,
With a soft squishy body? It's an _____

MONSTER COLOR GAME

Yellow, Red, Green or Blue,
Monsters come in colors, too.

Let's play a little monster color game.
Just pay attention to your color's name.

Yellow, stand up and bend your knees.
Take three giant steps, 1-2-3.
Now giant step back to your place and sit down.

Red stand up; act like an ape
Scratch your ribs, make a monkey face.
Now sit down.

Yellow, Red, Green or Blue,
Monsters come in colors, too.
So play this little monster color game,
Just pay attention to your color's name.
Green, stand up. Stomp around the room.
Move like a dinosaur, boom, boom, boom.
Now sit down.

Blue, stand up and sneak around.
Say "boo" to a friend who's sitting down.
Say boo! Now sit down.

Yellow, Red, Green or Blue,
Monsters come in colors, too.
Yellow, Red, Green or Blue,
Monsters come in colors, too.
Yellow, Red, Green or Blue,
Which one are you?
Yes, monsters come in different colors, too.
Yellow, Red, Green or Blue,
Monsters come in colors, too.

Now all colors stand. Flap your wings.
Make scary faces and do silly things.

Monsters show your colors now.
Bend down low and take a bow.
Thank you, thank you. That's all for now.

Yellow, Red, Green or Blue,
Monsters come in colors, too.

Children select red, yellow, green or blue construction paper and design a monster face. Cut out the monster face and punch a hole at the top. Pull yarn, ribbon or string through the hole to make a monster necklace. Children wear the necklaces as they follow directions in the song. (i.e. those wearing yellow necklaces follow directions for yellow)

MONSTERS IN MY ROOM

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
Wonder if those monsters are in my room again.

Ten monsters visit me every night
In my room while I lie awake.
I've never seen what they look like,
But I know the sounds they make.

The first one makes one big snort;
The second two loud pops.
The third clicks three times,
The fourth taps four times...then stops.

Ten monsters visit me every night
In my room while I lie awake.
I've never seen what they look like,
But I know the sounds they make.

The fifth one stomps.
The sixth one chomps.
The seventh one raps.
The eighth one snaps.
The ninth one claps,
And the tenth one smacks ten hungry times.

Monsters, if you all are here
In my room again,
I'll call your number and you make your sound.
Count with me to ten.

1 snort
2 pop pop
3 click click click
4 tap tap tap tap
5 stomp stomp stomp stomp stomp
6 chomp chomp chomp chomp chomp chomp
7 rap rap rap rap rap rap rap
8 snap snap snap snap snap snap snap snap
9 clap clap clap clap clap clap clap clap clap
10 smack smack smack smack smack smack smack smack smack smack

1 - 2 - 3 - 4 - 5 - 6
7 - 8 - 9 - 10

Goodnight monsters,
Come back soon again.

MONSTERY ABC'S

Hey monsters, everybody get set.
We're going to sing the alphabet.
We all know our ABC's,
But now we're going to sing them monstery.

A Angry Albatross
B Biting Barracuda
C Cantankerous Condor
D Dangerous Dinosaur
A-B-C-D
E Electrifying Eel
F Frightening Frankenstein
G Gargantuan Godzilla
H Horrendous Humadilla
A-B-C-D-E-F-G-H
I Icky Iguanadon
J Jostling Jellyfish
K King Kong
L Lurching Leg-a-Long
A-B-C-D-E-F-G-H-I-J-K-L
M Mooing Manatee
N Nasty Nibbling Nurf
O Oscillating Octopus
P Pudgy Popatamus
A-B-C-D-E-F-G-H-I-J-K-L-M-N-O-P
Q Quivering Quahog
R Rodan
S Sensational Sasquatch
T Terrifying Tarantula
A-B-C-D-E-F-G-H-I-J-K-L-M-N-O-P-Q-R-S-T
U Unusual Unicorn
V Venomous Viper
W Wild-eyed Wildebeest
X Exotic Experthalaguist
Y Yapping Yahoo
Z Zig-zagging Zebu

Hey monsters, you've got it now;
ABC's, come on and shout
A-B-C-D-E-F-G-H-I-J-K-L-M-N-O-P-Q-R-S-T-U-V-W-X-Y-Z
ABC's sung monstery!

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Singable Nursery Rhymes

SIDE A

Band 1 — HUMPTY DUMPTY

There is an obvious reason to the rhyme/riddle of Humpty Dumpty. As Humpty Dumpty was an egg, he could not possibly have been reconstructed once having fallen. A "Humpty-Dumpty" was an ale and brandy drink in England in the 1600's. The name has appeared as "Thille Lille" in Sweden, "Lille-Trill" in Denmark, and "Hillerin-Lillerin" in Finland long before the first publication of the rhyme/riddle in 1810. Have the children imitate Humpty's condition to the musical cues designed for audio identification.

Humpty Dumpty sat on a wall
Humpty Dumpty had a great fall.
All the King's horses and all the King's men,
Couldn't put Humpty together again.

(Repeat)

Band 2 — THE MULBERRY BUSH

Children can enjoy imitating daily activities and singing along to this fun-filled familiar song.

Here we go 'round the mulberry bush, the mulberry bush, the mulberry bush,
Here we go 'round the mulberry bush so early in the morning.

This is the way we wash our clothes, we wash our clothes, we wash our clothes,
This is the way we wash our clothes so early **Monday** *morning.*

This is the way we iron our clothes, we iron our clothes, we iron our clothes,
This is the way we iron our clothes so early **Tuesday** *morning.*

This is the way we scrub the floor, we scrub the floor, we scrub the floor,
This is the way we scrub the floor so early **Wednesday** *morning.*

This is the way we mend our clothes, we mend our clothes, we mend our clothes,
This is the way we mend our clothes so early **Thursday** *morning.*

This is the way we sweep the house, we sweep the house, we sweep the house,
This is the way we sweep the house so early **Friday** *morning.*

This is the way we bake our bread, we bake our bread, we bake our bread,
This is the way we bake our bread so early **Saturday** *morning.*

This is the way we go to church, we go to church, we go to church,
This is the way we go to church so early **Sunday** *morning.*

Band 3 — THREE BLIND MICE

Probably the most famous round in the world, an early version of it dates from 1609. It's first appearance as we know it today, was in 1842. Have children sing along with the three voices in the round.

Three blind mice, three blind mice,
See how they run, see how they run.
They all ran after the farmer's wife
Who cut off their tails with a carving knife.
Did you ever see such a sight in your life
As three blind mice? Three blind mice.

(Repeat)

Band 4 — 'TO MARKET'

This is a more recent version of the original "To Market" rhyme of the early 1600's which read: "To market, to market, a gallop, a trot. To buy some meat to put in the pot. Three pence a quarter, a groat a side. If it hadn't been killed it must have died."

To market, to market
To buy a fat pig
Home again, home again
Jiggety-jig

(Repeat three more times)

THIS LITTLE PIGGY

This rhyme has become a standard for toe-counting. Enjoy the country-flavored treatment of the familiar verse.

This little piggy went to market
This little piggy stayed home.
This little piggy had roast beef
This little piggy had none.
This little piggy cried, Wee! Wee! Wee!
All the way home.

(Repeat)

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Band 5 — ONE, TWO, BUCKLE MY SHOE

This rhyme at one time continued to the number 30. 22, the partridge flew; 23, she lit on a tree; 24, she lit down lower; . . . 29, the game is mine; 30, 30, make a kerchy.

One, two, buckle my shoe,
Three, four, knock at the door,
Five, six, pick up sticks,
Seven, eight, lay them straight,
Nine, ten, a big, fat hen.

(Repeat above)

Eleven, twelve, dig and delve,
Thirteen, fourteen, maids a-courting,
Fifteen, sixteen, maids in the kitchen,
Seventeen, eighteen, maids a-waiting,
Nineteen, twenty my plate's empty.

(Repeat from the beginning)

Band 6 — SING A SONG OF SIXPENCE

Notice the unique old English phrases used in this familiar rhyme: "4 and 20" rather than two dozen; a "pocket full" which was an exact measurement for recipes; and a "counting house" which was an actual at-home business office. The children will enjoy mimicing the actions.

Sing a song of sixpence
A pocket full of rye;
Four and twenty blackbirds
Baked in a pie.

When the pie was opened,
The birds began to sing;
Wasn't that a dainty dish
To set before the king?

The king was in his counting house
Counting all his money,
The queen was in the parlour
Eating bread and honey.

The maid was in the garden
Hanging out the clothes,
Then down came a blackbird
And bit off her nose!

TWO BIRDS

Enjoy singing along with the "Fa La La's," similar to the familiar Christmas carol "Deck the Hall." A child can pretend that his/her two hands represent the two birds and follow the lyrics accordingly.

Fa, La, La, La, Fa, La, La, La,
Fa, La, La, La, La, La, Dee

There were two birds sat on a stone
Fa, La, La, La, La, La, Dee

One flew away and then there was one
Fa, La, La, La, La, La, Dee

The other bird flew after
And then there was none
Fa, La, La, La, La, La, Dee

And so the stone
Was left alone
Fa, La, La, La, La, La, Dee

(Repeat)

MARY'S CANARY

Enjoy listening to this brief but delicate arrangement of one of the lesser known Mother Goose rhymes.

Mary had a pretty bird,
Feathers bright and yellow,
Slender legs upon my word,
He was a pretty fellow.

The sweetest note he always sung,
Which much delighted Mary;
She often, where the cage was hung,
Sat hearing her canary.

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THE LITTLE BIRD

Again very short, children can listen to the story and imitate the actions with their fingers.

Once I saw a little bird
Come hop, hop, hop,
So I cried, "Little bird,
Will you stop, stop, stop?"

I was going to the window
To say, "How do you do?"
But he shook his little tail,
And far away he flew.

THE ROBIN

Imagine the situation of the "poor thing" when the weather changes in the North. Have the children pretend to hide their heads under their wings.

The North wind doth blow,
And we shall have snow,
And what will poor Robin do then?
Poor thing!

He'll sit in a barn,
And keep himself warm,
And hide his head under his wing.
Poor thing!

SWAN

Attempt this speech before trying "Peter Piper." The "sw" sound presents its own unique tongue-twisting.

Swan, swan, over the sea,
Swim, swan, swim.
Swan, swan, back again,
Well swum, swan!

(Repeat 3 more times, faster each time)

Band 7 — THE HOUSE THAT JACK BUILT

Referred to as an "accumulative rhyme," this stands right up with "The 12 Days of Christmas" in popularity. Well known for four centuries, the relationship of Jack to this ever-growing collection of people and animals continues to fascinate the young listener. Use this long list to develop memory skills by lifting the needle or stopping the cassette after succeeding verses.

This is the house that Jack built.

This is the malt
That lay in the house that Jack built.

This is the rat,
That ate the malt
That lay in the house that Jack built.

This is the cat,
That killed the rat,
That ate the malt
That lay in the house that Jack built.

This is the dog,
That worried the cat,
That killed the rat,
That ate the malt
That lay in the house that Jack built.

This is the cow with the crumpled horn,
That tossed the dog,
That worried the cat,
That killed the rat,
That ate the malt
That lay in the house that Jack built.

This is the maiden all forlorn,
That milked the cow with the crumpled horn,
That tossed the dog,
That worried the cat,
That killed the rat,
That ate the malt
That lay in the house that Jack built.

This is the man all tattered and torn,
That kissed the maiden all forlorn,
That milked the cow with the crumpled horn,
That tossed the dog,
That worried the cat,
That killed the rat,
That ate the malt
That lay in the house that Jack built.

This is the priest all shaven and shorn,
That married the man all tattered and torn,
That kissed the maiden all forlorn,
That milked the cow with the crumpled horn,
That tossed the dog,
That worried the cat,
That killed the rat,
That ate the malt
That lay in the house that Jack built.

This is the cock that crowed in the morn,
That waked the priest all shaven and shorn,
That married the man all tattered and torn,
That kissed the maiden all forlorn,
That milked the cow with the crumpled horn,
That tossed the dog,
That worried the cat,
That killed the rat,
That ate the malt
That lay in the house that Jack built.

This is the farmer sowing the corn,
That kept the cock that crowed in the morn,
That waked the priest all shaven and shorn,
That married the man all tattered and torn,
That kissed the maiden all forlorn,
That milked the cow with the crumpled horn,
That tossed the dog,
That worried the cat,
That killed the rat,
That ate the malt
That lay in the house that Jack built.

Band 8 — WHERE, OH WHERE HAS MY LITTLE DOG GONE?

This poor girl's lament was originally published in 1864 by Septimus Winter, the author of "10 Little Indians". Children may want to simulate barking like a dog.

Oh where, oh where has my little dog gone?
Oh where, oh where can he be?
With his ears cut short and his tail cut long,
Oh where, oh where can he be?

(Repeat 2 more times)

Band 9 — BAA, BAA BLACK SHEEP

Pity the little boy who lives down the lane! Have a discussion about sheep and other various livestock.

Baa, baa black sheep, have you any wool?
Yes, sir, yes, sir! Three bags full.
One for my master and one for my dame,
But none for the little boy who cries in the lane.

(Repeat)

LITTLE BOY BLUE

Almost a lullabye, this gentle song presents a boy's dilemma in an understated way. Suggest the properties of restfulness in the blue sky, blue water, etc.

Little Boy Blue,
Come blow your horn!
The sheep's in the meadow,
The cow's in the corn.

Where's the boy that looks after the sheep?
He's under the haystack fast asleep.

Will you wake him?
No, not I;
For if I do,
He'll be sure to cry.

(Repeat)

LITTLE BO-PEEP

Sounding very much like the words "go-peek," this started as a peek-a-boo game for children with their nannies.

Little Bo-Peep
Has lost her sheep,
And doesn't know where to find them;
Leave them alone,
And they'll come home,
Wagging their tails behind them.

(Repeat)

SIDE B

Band 1 — MARY HAD A LITTLE LAMB

The original version of this rhyme, written by Ray Wood in 1938, read "Mary had a little lamb, it's fleece was white as cotton, and everywhere that Mary went, the lamb it went a-trottin'." This verse, most popular of the traditional nursery rhymes has been highlighted by an arrangement to make it even more familiar to today's (and yesterday's) children.

Mary had a little lamb, little lamb, little lamb.
Mary had a little lamb, its fleece was white as snow.

And everywhere that Mary went, Mary went, Mary went.
Everywhere that Mary went, the lamb was sure to go.

It followed her to school one day, school one day, school one day.
Followed her to school one day, which was against the rule.

It made the children laugh and play, laugh and play, laugh and play.
Made the children laugh and play to see a lamb at school.

(Repeat 1st verse)

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Band 2 — JACK AND JILL

Although fourteen verses were added to "Jack and Gill" (in it's original spelling), this rhyme from the early 1600's has been another traditional favorite. The treatment here is in the style of Ferde Grofe's, "Grand Canyon Suite." Youngsters will enjoy acting out the traditional movements.

Jack and Jill went up the hill to fetch a pail of water.
Jack fell down and broke his crown, and Jill came tumbling after.

Then up Jack got, and home did trot as fast as he could caper.
He went to bed and plastered his head with vinegar and brown paper.

Jill came in and she did grin to see his paper plaster.
Mother, vexed, did scold her next for causing Jack's disaster.

(Repeat 1st verse)

Band 3 — LONDON BRIDGE

Although it is no longer possible to cross a frozen Thames River, children in the 1600's were able to do so. Children will enjoy raising and lowering the bridge by joining hands.

London bridge is falling down, falling down, falling down.
London bridge is falling down, my fair lady.

Build it up with iron and steel, etc.

Iron and steel will bend and break, etc.

Build it up with wood and clay, etc.

Wood and clay will waste away, etc.

Build it up with stone so strong, etc.

It will last for ages long, etc.

(Repeat 1st verse)

Band 4 — OH DEAR, WHAT CAN THE MATTER BE?

Oh, dear, what can the matter be?
Oh, dear, what can the matter be?
Oh, dear, what can the matter be?
Johnny's so long at the fair.

He promised he'd buy me a bunch of blue ribbons,
He promised he'd buy me a bunch of blue ribbons,
He promised he'd buy me a bunch of blue ribbons,
To tie up my bonny brown hair.

(Repeat above)

Band 5 — THIS OLD MAN

Enjoy this counting game with its percussive cues. Although this is not an original "Mother Goose" rhyme, the song has proved to be a favorite among children everywhere.

This old man, he played one, he played knick-knack on my thumb, with a knick-knack paddy wack, give the dog a bone. This old man came rolling home.

This old man, he played two, he played knick-knack on my shoe,
With a knick-knack, etc.

This old man, he played three, he played knick-knack on my knee,
With a knick-knack, etc.

This old man, he played four, he played knick-knack on my door,
With a knick-knack, etc.

This old man, he played five, he played knick-knack on my hive,
With a knick-knack, etc.

This old man, he played six, he played knick-knack with my sticks,
With a knick-knack, etc.

This old man, he played seven, he played knick-knack up to heaven,
With a knick-knack, etc.

This old man, he played eight, he played knick-knack on my gate,
With a knick-knack, etc.

This old man, he played nine, he played knick-knack, played it fine,
With a knick-knack, etc.

This old man, he played ten, he played knick-knack once again,
With a knick-knack, etc.

Ten, Nine, Eight, Seven, Six, Five, Four, Three, Two, One!, etc.

Band 6 — ROW, ROW, ROW YOUR BOAT

Holding its own against "Three Blind Mice," this song offers yet another opportunity to learn (and discuss) the valuable lesson of counterpoint or round. Choose a voice to follow among the three offered and sing along.

Row, row, row your boat, gently down the stream,
Merrily, merrily, merrily, merrily, life is but a dream.

Row, row, row your boat, gently down the stream,
Merrily, merrily, merrily, merrily, life is but a dream.

(Sing again in a round)

Band 7 — JACK BE NIMBLE

This song was more than a game years ago in England. It was a contest. One's good fortune was determined for the next year by successfully jumping over a candle-stick on St. Catherine's Day (November 25).

Jack be nimble, Jack be quick,
Jack jump over the candle-stick.

(Repeat)

LITTLE JACK HORNER

Our friend, Little Jack, was a lucky boy indeed to have such good fortune in his doings.

Little Jack Horner sat in the corner
Eating his Christmas pie.
He put in his thumb and pulled out a plum
And said, "What a good boy am I!"

JACK SPRAT

This traditional rhyme has been part of our legacy since 1639. This rhyme can be used to initiate a discussion on nutrition and a well balanced diet.

Jack Sprat could eat no fat,
His wife could eat no lean;
And so betwixt them both,
They licked the platter clean.

(Repeat)

LITTLE MISS MUFFET

The most interesting word in this poem, "tuffet," is non-existent in the English language. Illustrators have varied between a 3-legged stool and a grass-covered hill. However you enjoy the concept of this rhyme, it is at the expense of the original author.

Little Miss Muffet sat on a tuffet,
Eating her curds and whey.
Along came a spider who sat down beside her,
And frightened Miss Muffet away.

MARY, MARY, QUITE CONTRARY

Have the children draw their own versions of Mary's unusual garden. This could bring about a discussion on how seeds grow into plants and flowers.

Mary, Mary, quite contrary,
How does your garden grow?
With silver bells and cockle shells
And pretty maids all in a row.

PETER PIPER

Children will have fun with this all-time favorite tongue twisting rhyme.

Peter Piper picked a peck of pickled peppers;
A peck of pickled peppers Peter Piper picked.
If Peter Piper picked a peck of pickled peppers,
Where's the peck of pickled peppers Peter Piper picked?

(Repeat two more times)

Band 8 — A B C SONG

Children will have fun singing the alphabet as they develop early pre-reading skills.

A B C D E F G
H I J K L M N O P
Q R S T U V
W X Y and Z
Now I've sung my ABC'S.
Next time sing along with me.

A B C D E F G
H I J K L M N O P
Q R S T U V
W X Y and Z
Now I've sung my ABC'S.
Tell me what you think of me.

TWINKLE, TWINKLE, LITTLE STAR

Sung to the same melody, this peaceful song promotes a calming effect on children. The words of this song illustrate a child's curiosity when star watching. Use it to introduce basic astronomy and the constellations that are easiest to see.

Twinkle, twinkle, little star,
How I wonder what you are!
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are.

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Pre-School Play Time Band

PRESCHOOL PL

SIDE A

Band 1 — ALEXANDER'S RAGTIME BAND

by GEORGIANA STEWART

This is an ideal activity for children to begin playing their instruments while marching around the room. Try to provide an instrument for each child or use their own home-made instruments. Four instruments are highlighted individually: drums, tamborines, sticks, and cymbals. Begin by having all of the children march around the room together. Follow the directions and have the children play their instruments individually, according to the instructions, with the counts. After everyone plays in turn, the group will march and play together again.

LYRICS:

Come on along, come on along and join our playtime marching band
Just play along, just play along with the leader of the band
Stand up tall, as we all wait to play our special part
Move your feet, to the beat as we are about to start
It's such a happy sound as we all march around

March 2 3 4 5 6 7 8
March 2 3 4 5 6 7 8
March 2 3 4 5 6 7 8
March 2 3 4 5 6 7 8

Everyone can play his part as we keep marching
Come on along, come on along and join our playtime marching band

Drums 2 3 4 5 6 7 8
Drums 2 3 4 5 6 7 stop
Tamborines 2 3 4 5 6 7 8
Tamborines 2 3 4 5 6 7 stop
Sticks 2 3 4 5 6 7 8
Sticks 2 3 4 5 6 7 stop
Cymbals 2 3 4 5 6 everybody play

Come on along, come on along and join our playtime marching band
Come on along and join our playtime band

Band 2 — PLAY A SIMPLE MELODY

Children should be seated for this activity. All of the children play together during this song when the directions say, "1, 2, 3". Children who do not have instruments can clap their hands when they hear the various counts.

LYRICS:

Come and play a simple melody
Come and join our playtime band
It's got good old fashioned harmony
Come and join our playtime band

As we play 1 2 3, 1 2 3
Come on and do it with me
What fun the rhythm can be
As we play 1 2 3
You'll find that right from the start
If you will play from the heart
You'll have the best band around
You'll hear a wonderful sound
Just play the rhythm and see

Ready and play 1 2 3, 1 2 3, 1 2 3
1 2 3, 1 2 3, 1 2 3, 1 2 3
Do it again 1 2 3, 1 2 3, 1 2 3
1 2 3, 1 2 3, 1 2 3, 1 2 3

Come and play a simple melody
Come and join our playtime band
It's got good old fashioned harmony
Come and join our playtime band

Band 3 — I LOVE A PIANO

Children should be seated for this activity and divided into four groups. You may decide to divide the children according to the instruments they are playing or by the way in which they are seated. The entire group participates together during the beginning of the song as they "play" and "stop" on the spoken cues. Have the children spell the word "piano" when the directions indicate. At this point in the song each separate group should listen and wait for the moment when their section is to play. You may want to appoint a leader for each group. Stress how important it is that they play along with the counts, and that each group must stop at the appropriate time before the next group begins.

LYRICS:

We love a piano, we love a piano
We love to hear somebody play
Upon a piano, a grand piano
It really carries us away
As we listen, we keep wishin'
That it won't be very long
Before everyone can play along

Play 2 3 4 5 6 7 8
Play 2 3 4 5 6 7 8
Now stop, and we'll spell it — P I A N O O O
We love a piano, we love a piano
Why don't you play with the piano today

Group 1, 2 3 4 5 6 7 stop
Group 2, 2 3 4 5 6 7 stop
Group 3, 2 3 4 5 6 7 stop
Group 4, 2 3 4 5 6 7 stop
Everyone play 2 3 4 5 6 7 8
1 2 3 4 5 6 7 8
Now stop, and we'll spell it — P I A N O O O

We love a piano, we love a piano
Why don't you play along
Why don't you play along
With the P-I-A-N-O
We love a piano.

Band 4 — DOODLE-LE-DOO

All children should be seated and divided into four groups. Give a different child the chance to be the leader of each group. Have all the children sing the beginning of the song. When the directions say "Group 1", Group 1 plays along with the counts and stops before Group 2 begins to play. This continues with Group 3 and 4. Have all of the children sing together at the end of the song.

LYRICS:

Doodle-Le-Doo, Doodle-Le-Doo
Doodle-Le, Doodle-Le, Doodle-Le-Doo
Please play for me that sweet melody
Called Doodle-Le-Doo, Doodle-Le-Doo
I like the rest, but what I like best is Doodle-Le-Doo
Simplest thing, there's nothing much to it
Don't have to sing, just kind of do it
I love it so, wherever I go
I just Doodle-Le, Doodle-Le-Doo

Ready and play
Group 1, 2 3 4 5 6 7 stop
Group 2, 2 3 4 5 6 7 stop
Group 3, 2 3 4 5 6 7 stop
Group 4, 2 3 4 5 6 7 stop

Please play for me that sweet melody
Called Doodle-Le-Doo, Doodle-Le-Doo
I like the rest, but what I like best is Doodle-Le-Doo
Simplest thing, there's nothing much to it
Don't have to sing, just kind of do it
I love it so, wherever I go
I just Doodle-Le, Doodle-Le, Doodle-Le,
Doodle-Le, Doodle-Le, Doodle-Le-Doo

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YTIME BAND

Band 5 — McNAMARA'S BAND

McNamara's band is designed to be a follow the leader type of activity. The teacher or parent may begin the activity as the leader and then choose children from the group to act as subsequent leaders. Designate certain individuals to play their instruments or choose children with the same instruments. When the lyrics say "play" the individual or group should play along with the counts until the narration says "stop". Continue to give different children the opportunity to lead.

LYRICS:

My name is McNamara I'm the leader of the band
And though you're few in number, you're the best band in the land
Now everybody play the tune of this happy Irish song
Just watch and when I point to you, it's your turn to play along

Ready and play 2 3 4 5 6 7 8
2 3 4 5 6 7 stop
Play 2 3 4 5 6 7 8
2 3 4 5 6 7 stop
Play 2 3 4 5 6 7 8
2 3 4 5 6 7 stop
Play 2 3 4 5 6 7 8
2 3 4 5 6 7 8

My name is McNamara I'm the leader of the band
And though you're few in number, you're the best band in the land
Now everyone has played the tune of this happy Irish song
And followed the leader when it was time for you to play along
That's the way we followed the leader of McNamara's band.

Band 6 — I BELIEVE IN MUSIC

Children should be seated for this activity, and everyone should join in together to sing the chorus. When the directions say "play", the children should play their instruments along with the counts until the directions say "stop". The sequence is repeated with everyone singing the chorus and playing along with the counts. This activity ends with all of the children singing the chorus one final time.

LYRICS:

I believe in music, I believe in love
I believe in music, I believe in love

Play 2 3 4 5 6 7 8
Play 2 3 4 5 6 7 8
Play 2 3 4 5 6 7 8
Play 2 3 4 5 6 stop and sing

I believe in music, I believe in love
I believe in music, I believe in love

Play 2 3 4 5 6 7 8
Play 2 3 4 5 6 7 8
Play 2 3 4 5 6 7 8
Play 2 3 4 5 6 stop and sing

I believe in music, I believe in love
I believe in music, I believe in love

Band 7 — YANKEE DOODLE DANDY/YOU'RE A GRAND OLD FLAG

This activity is designed to have the children form a parade. All of the children should be standing in a line, ready to march. If possible, the leader should carry a flag. The bells, drums, and cymbals are featured in this song and should be played when the directions indicate. After these instruments are played individually, all of the children should join in playing their various instruments while marching along. Since this is the final activity, you may want to use this selection to collect the instruments and have the children return to their seats.

LYRICS:

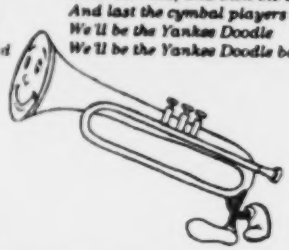
I'm a Yankee Doodle Dandy
I'm in a big parade today
I march behind our grand old flag
held high
Soon I'll be coming your way
Won't you join me with your music
We'll make a Yankee Doodle band
First the bells, and then the drums,
And last the cymbal players
And we'll be the Yankee Doodle band

Ready and march 2 3 4 5 6 7 8
March 2 3 4 5 6 7 8
March 2 3 4 5 6 7 8
March 2 3 4 5 6 7 8
Bells 2 3 4 5 6 7 8
Drums 2 3 4 5 6 7 8
Cymbals 2 3 4 5 6 7 8

Now everyone march behind the band
Ready and march

(Instrumental)

Won't you join me with your music
We'll make a Yankee Doodle band
First the bells, and then the drums,
And last the cymbal players
We'll be the Yankee Doodle
We'll be the Yankee Doodle band



SIDE B

Side B of Preschool Playtime Band contains a variety of lively popular marches for children to march to while learning about rhythm. These selections can be used for many classroom activities, assembly programs and special occasions. They can help make everyday routines exciting and fun and can add an extra dimension to the different experiences children can have with music. These songs have been selected to offer a wide range of music appropriated for a marching band. Holidays like the Fourth of July, President's Day and St. Patrick's Day, and events such as a Circus Parade, Graduation, or a Country Fair are only a few of the many possibilities.

Band 1 — YANKEE DOODLE DANDY/YOU'RE A GRAND OLD FLAG

Band 2 — COME FOLLOW THE BAND

Band 3 — MARCH OF THE GLADIATORS

Band 4 — ALEXANDER'S RAGTIME BAND

Band 5 — HEY LOOK ME OVER

Band 6 — McNAMARA'S BAND

Band 7 — STARS AND STRIPES

SUGGESTIONS FOR MAKING SIMPLE INSTRUMENTS:

1. Use a paper dish to make a tamborine. Poke holes about an inch from the edge of the plate and loop ribbons through the holes with bells attached to each.
2. Two pie tins may be used for cymbals.
3. An empty coffee can or a shoebox are ideal for drums.
4. Use a paper cup and a plastic utensil like a fork or a spoon. Make a hole in the bottom of the cup and push the handle of the fork or spoon through it so that the fork or spoon is on the inside of the cup.
5. Roll up newspaper and tape it tightly to make sticks. Rulers, wooden spoons, or unsharpened pencils may also be used.
6. Empty juice cans or boxes with dry macaroni inside make excellent rattles. Be sure to cover the opening.

SPECIAL NOTE: If rhythm instruments are not available, all rhythm activities can be done with hand clapping.

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Animal Walks

SIDE A — Instructions & Music

BAND 1 — ANIMAL PARADE

DIRECTIONS: This first activity is a way to easily involve the entire group. Children may march along, or with practice, pretend to be each of the animals represented in the song. As the group becomes more familiar with the exercises, they will be able to do several animal walks during the activity. The narration describes the animals seen on the record/cassette cover: first the frog, followed by the giraffe, penguin, panda, kangaroo and cat.

NARRATION:
Here comes the Animal Parade
First the frog
Then the giraffe
And the penguin
Then the panda
There's the kangaroo
And the cat
And all the animals walking along in the animal parade

Band 2 — RACCOON ROCK

DIRECTIONS: Ask children to place both hands on the floor in front of their feet and bend both knees. Children should walk four steps forward, moving both hands and feet. With hands still on the ground, have them swing their knees from side to side on "Rock 2 3 4."

NARRATION:
Here comes the raccoon
Hands on the floor
Walk 2 3 4 Rock 2 3 4
Walk 2 3 4 Rock 2 3 4
Walk 2 3 4 Rock 2 3 4
Stop, and start again

Raccoon

BAND 3 — PENGUIN SHUFFLE

DIRECTIONS: Have children stand up straight and tall with good posture. Heels of feet should be together and toes should be out like a Charlie Chaplin pose. Arms are straight down the side of the body with hands stiff and bent up. Children should try to walk keeping their knees and entire body as stiff as possible. For variety, children can turn in either direction and walk backwards with tiny, open-toed little steps.

NARRATION:
Here come the penguins
Stand tall
Toes out
Arms straight
Hands up
Now walk

Penguin

BAND 4 — CAT STRETCH

DIRECTIONS: Ask youngsters to place their hands on the floor in front of their feet, with bent knees. One leg should be stretched straight back, keeping both hands on the ground. The opposite knee may be kept on the ground for balance. Have children bring their leg down, and slowly walk forward four steps, using both hands and feet and keeping low to the ground. You may substitute different kinds of stretches that imitate a cat's movement.

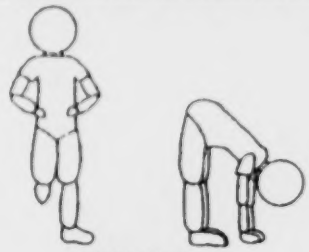
NARRTION:
Here comes the cat
Hands on the floor
Stretch one leg back
Now walk 2 3 4, stretch
Walk 2 3 4, stretch
Walk 2 3 4, stretch
And again

Cat Stretch

BAND 5 — OSTRICH STRUT

DIRECTIONS: Have children stand up tall placing hands on their hips at the waist, elbows out to the side. They should alternately bring each knee up before stepping forward. At the same time they should move their elbows back and forth keeping their hands on their waists. Direct the group to take eight big steps forward and then bend over and place their hands on the ground while keeping their legs as straight as possible. They should then put their heads down and hold this position for eight counts. Repeat the walk and the stretch. When the music changes, you may want to try to do the sequence faster using only four counts each for the walk and the stretch.

NARRATION:
This is the ostrich
Stand tall
Hands on hips
Elbows out
Pick your knees up
Walk 2 3 4 5 6 7 8
Bend over
Keep your legs straight
Put your head down
And again



Ostrich Strut

BAND 6 — FROG FROLIC

DIRECTIONS: Instruct children to place their hands on the ground in front of their feet and bend their knees keeping their hands on the ground. Do knee bends in place on "Bounce 2 3 4." Reach forward with both hands, and jump both feet up to hands on the cue, "Hands, jump." Next, children should place hands on the floor fairly wide apart and put the top of their head on the ground in front of their hands, trying to balance their knees on their elbows. This is in preparation for a headstand. Children who have the skill and control may practice a headstand at this point. There is time in the music to repeat this exact sequence three times. Sometimes for fun, you may want to substitute a traditional game of leap frog after the basic sequence.

NARRATION:
Here's the frog
Hands on the ground
Bend your knees
Now bounce 2 3 4, bounce 2 3 4
Hands, jump, hands, jump, hands, jump, hands, jump
Hands, jump, hands, jump, hands, jump, hands, jump
Place your hands
Place your head
Knees on your elbows
Balance
From the beginning
Bounce 2 3 4, bounce 2 3 4
Bounce 2 3 4, bounce 2 3 4
Hands, jump, hands, jump, hands, jump, hands, jump
Hands, jump, hands, jump, hands, jump, hands, jump
Place your hands
Place your head
Knees on your elbows
Balance
From the beginning

Frog Frolic

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/ALKS

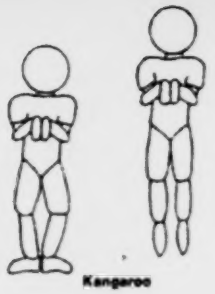
BAND 7 — THE SWAN

ECTIONS: Children should kneel on the ground, and sit back their heels keeping their backs straight. First they should pull back with their bodies while bringing their arms front and then arch their bodies forward while bringing their arms back. Repeat this twice. Next, have children lie down on their stomachs, arms stretched out front, legs together and straight back. In this position children should lift their arms and their legs up at the same time while arching their back and looking up with their heads. Legs should be as straight as possible held together with toes pointed. Next, children may relax their bodies and return to the earlier stomach position (lying on the stomach). Repeat two more times. Next, have youngsters sit back on their heels, stretching their backs by reaching their arms out in front of them on the ground. Then have them return to the starting position sitting back on their heels, with straight backs.

NARRATION:
This is the swan
Kneel on the ground
Sit back on your heels
Body tall and straight
Pull back, arms front
Reach front, arms back
Pull back, arms front
Reach front, arms back
Lie down on your stomach
Arms stretched out front
Now lift, down, lift, down, lift, down
Pull back, sit on your heels
Arms stretched out front on the ground
Sit up, begin again

The Swan

Jump 2 3 4 5 6 7 8
Jump 2 3 4 5 6 7 8
Turn 2 3 4 5 6 7 8
Turn 2 3 4 5 6 7 8
Jump 2 3 4 5 6 7 8
Jump 2 3 4 5 6 7 8
Stand tall
Bend your knees
Hands up
Get ready to begin again



Kangaroo

BAND 2 — PEEK-A-BOO PANDA

DIRECTIONS: Instruct children to place their hands on the ground in front of their feet and bend their knees. They should reach right hand front and place it on the ground, and reach left hand front and place it on the ground. Next, they should take two quick small steps beginning with the right foot, then the left, and then bend both knees. Repeat this sequence slowly three times. Have the children kneel as they look to the right, and to the left and bring their hands in front of their face to do Peek-A-Boo. Repeat the walk slowly and then the Peek-A-Boo. Using the instrumental section, have the children try to do the panda walk twice as fast. This is a much more difficult coordination skill, and it will take practice.

NARRATION:
This is the panda bear
Hands on the ground
Bend the knees
Right hand, left hand
Step step, bend, up
Right hand, left hand
Step step, bend, up
Right hand, left hand
Step step, bend, up
He peeks at me, he peeks at you
Peek-A-Boo, Peek-A-Boo
He looks at me, he looks at you
Peek-A-Boo, Peek-A-Boo
Right hand, left hand
Step step, bend, up
Right hand, left hand
Step step, bend, up
Peek-A-Boo
Peek-A-Boo

Panda

SIDE B — Instructions & Music

BAND 1 — KANGAROO JUMP

DIRECTIONS: Children should stand, feet together, back straight. They should bend their knees and bend both arms up in front of their bodies, hands drooped forward. Then, have them jump on both feet in time with the music. Do this for two sets of eight counts. While still jumping, children should turn around for the next two sets of eight counts. You may want to have children do exact quarter turns, or turn eight counts to the right and eight counts to the left. After the turning, children should continue jumping straight for two more sets of eight counts. Let everyone stop to catch their breath and prepare to do the entire sequence again.

NARRATION:
Here come the kangaroos
Stand tall
Bend your knees
Hands up

BAND 3 — GIRAFFE SKIP

DIRECTIONS: Have children stand up and reach their arms overhead with their hands together. Have them step on their right foot, bringing their left knee up as they skip, and repeat on the other foot. It is a slow skip, bringing the knee up each time, keeping arms up overhead. This exercise can also be done without the skip by keeping both feet on the ground and only bending and straightening the legs as the arms reach up.

NARRATION:
It's the giraffe
Stand up
Arms up
Hands together
Ready and, step, skip

Giraffe

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BAND 4 — CROCODILE CREEP

DIRECTIONS: Have children place their hands on the floor in front of them. Their legs should be stretched out straight behind them, keeping toes together. As the children begin to creep, they should walk forward with their hands dragging their feet behind them. This takes a great deal of strength, as they are pulling their entire body weight on their hands. After three sets of eight counts, have children kneel and reach their arms out front placing the palms of their hands together. They should then open and close their arms and hands simulating the jaws of a crocodile. Repeat the entire sequence.

NARRATION:
Here comes the crocodile
Hands on the floor
Legs stretched back, ready and
Creep 2 3 4 5 6 7 8
Creep 2 3 4 5 6 7 8
Creep 2 3 4 5 6 7 8
Sit up 2 3 4
Arms out 2 3 4
Open 2 3 4 5 6
Begin again

Crocodile

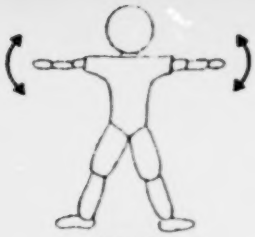
BAND 5 — CATERPILLAR-COCOON-BUTTERFLY

DIRECTIONS: Have the children stand, placing their hands on the floor in front of their feet. Keeping legs as straight as possible, children should walk forward with their hands for four counts without moving their feet. Next, children should walk their feet up to their hands without moving their hands, still keeping legs as straight as possible. Children should stand up for the cocoon. They should bend their knees, and wrap their arms around their body, pulling back with their torso and bending their head down. Staying as still as they can, they should then stretch their arms out to the side to make the butterfly wings. Moving their arms up and down, they should run forward on tiptoe. Repeat the entire sequence.

NARRATION:
First comes the caterpillar
Hands on the floor, legs straight
Walk with the hands and stop
Walk with the feet and stop
Form the cocoon
Curl up small
Wrap your arms around you and stay very still
Then out comes a beautiful butterfly and flies away

Caterpillar

Cocoon



Butterfly

BAND 6 — BUNNY HOPPING

DIRECTIONS: Direct children to stand with feet together, knees slightly bent and bring hands up near ears. Have them hop first on the right foot, then switch and hop on the left foot. If the children are too young to hop on one foot, have them take little jumps on both feet. After hopping on their right and left feet, they should jump feet together. Next children should jump both feet apart and then both feet together and finally repeat both feet apart. To conclude the exercise, have children continue hopping first on the right foot and then on the left.

NARRATION:
And now the bunnies
Here they come hopping along
Change feet
Two feet together, two feet apart
Two feet together, two feet apart
And off they go hopping along

Bunny

BAND 7 — ELEPHANT SWING

DIRECTIONS: Ask children to stand with their feet apart. Have them bend over and clasp their hands to form the trunk of the elephant and walk slowly forward with the music. Next, they should stop and swing their arms from side to side. To complete the exercise, children should reach their arms high over their head, bend over and reach their arms through their legs for a final stretch.

NARRATION:
Here comes the elephant
Stand up, feet apart
Bend over, hands together
And walk
Swing your trunk from side to side
Reach up overhead
Bend down through your legs
Reach up overhead
Bend down through your legs

Elephant

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INDIANA LITERACY FOUNDATION, INC.
140 NORTH SENATE AVE., ROOM 258, INDIANAPOLIS, IN 46204
317-233-6070 800-331-8603 FAX (317) 233-5333

TRAINING SERVICES AND MATERIALS FREE OF CHARGE

READ INDIANA is a program funded by the Indiana Literacy Foundation, a nonprofit organization which seeks to increase literacy skills across Indiana. The goal of READ INDIANA is to produce a discernible increase in the numbers of Hoosiers who can read and write at or above functional levels of literacy. To accomplish that goal, READ INDIANA pursues two major strategies: First, READ INDIANA seeks to increase the awareness of opportunities for learners and tutors to participate in learning programs by engaging in a statewide, multi-media push. Second, READ INDIANA provides training services and materials for tutors and tutor-trainers **free of charge**.

ASSESSMENT AND CONFIDENCE BUILDING TOOL

The materials provided through the READ INDIANA program are known as Gateway: Paths to Adult Learning. These materials constitute an assessment and early learning program designed to build confidence and to assist the adult learner in setting goals. These materials seek to encourage increased levels of self-awareness and self-respect, and to enable the learner to create a blueprint for continued learning. The Gateway materials are highly motivational to learners because they are relevant to the learner's interests. These materials emphasize:

- consideration for the life experiences and multiple intelligences of learners, especially their personal and social attributes;
- recognition that each learner has his or her own goals and learning styles that may be different.

In addition to the donation of these materials, READ INDIANA provides training services to persons interested in serving as tutors and tutor-trainers. The focus of delivery of these donated materials and services is upon communities and neighborhoods which otherwise might not be able to afford them. Other READ INDIANA sites include adult literacy and educational programs; the welfare reform IMPACT program; and community and institutional correctional facilities.

Questions about READ INDIANA can be answered by calling 317-233-6070, or 1-800-331-8603.

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FINAL EDITION

35 cents

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Gael Deppert explains "Gateway: Paths to Adult Learning." Richmond is one of 10 Indiana cities picked to start the adult literacy program.

Literacy program launched

But Indiana's first lady wasn't here to do it

By SAMANTHA SHOOK
Palladium-Item

The lady and the damp caused a change of plans for the kickoff of a new literacy program Friday.

Indiana first lady Susan Bayh was to announce an adult literacy program at Morrisson-Reeves Library but was grounded by rain and tornado warnings, organizers said.

About 40 people came to the reception and listened instead to Gael Deppert, director of the Indiana Literacy Foundation, as she explained the new program called, "Gateway: Paths to Adult Learning."

Deppert was the only member of the Indianapolis entourage to make it to the reception.

Get involved

To volunteer as a literacy tutor for the new Gateway program or to become a student, call the Literacy Resource Center at 966-8294.

"I get airsick," she said. "I'm driving to virtually all of the (reception) locations."

Richmond is one of 10 Indiana cities picked to start the Gateway program because it already has an active literacy center, Deppert said.

Bayh visited Clarksville and Bloomington later in the day after the weather cleared, said Dorothy Grannell, coordinator of Wayne County's Literacy Resource Center.

The Gateway program is designed to help adults who want to read and write better to get started and know where to go for more training. The adult students see what areas they want to improve, set goals for themselves and are encouraged to stick with training programs.

"It builds self-confidence," Grannell said. "It helps them to keep going."

Once the Gateway program is completed, the student can go on to the literacy center's regular training programs, Grannell said.

Bayh was scheduled to visit the 10 kickoff cities this week. These cities will get training manuals and other materials paid for by corporate donations to the literacy foundation, Deppert said.

Eventually other cities will get the same materials as part of a three-year program to reach 15,000 illiterate adults. The program will cost about $1.2 million, Deppert said.

The training material probably would cost the Wayne County literacy center about $50 to $75 per tutor if the center had to pay for it.

The literacy center has already started training tutors in the Gateway program and will hold a second training session next month. The program requires about 30 hours from a tutor for training and teaching and about 20 hours from a student.

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Attachment #5b

Give Someone The Confidence To Read.

GATEWAY

PATHS TO ADULT LEARNING

PHILIP MORRIS

Volunteer To Be A Tutor.

The Problem.

The joy of reading...of learning...of writing — you know how wonderful it is. It's almost impossible to imagine that there are millions of adults in America who are unable to read or write or even count change. It is hard to believe that they are trying to survive in today's world without these essential skills. It affects their entire existence — their ability to get decent jobs, their ability to communicate and participate fully in society. They have little or no self-confidence, low self-esteem and self-worth — their future is, at best, dim.

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The Solution.

There is a way you can help. It's called *Gateway: Paths to Adult Learning* — an adult literacy program that gives adult learners the confidence they need to read. You don't have to have a teaching background to participate. All you need is a high school diploma or G.E.D. In only nine hours you can be trained to tutor adult learners in reading, writing and math. After the training, you will be matched with someone who needs your help. You'll follow a flexible teaching method and schedule that will help you to be able to give the learner the basics he or she will need. That's all it takes to help make a difference in someone's life.

The Program.

Using *Gateway: Paths To Adult Learning*, you will be able to provide begin-

ning instructions in reading, writing and math. This can be done in only 20 hours of tutoring. As an assessment and confidence building tool, the Gateway Program allows learners to choose any of four different Paths, from New Reader to Advanced or even skip around within the Paths. This helps the learner to be able to handle what is comfortable.

Gateway is based on activities and exercises that are relevant and appropriate to the learner's life experiences. Reading, writing and math activities are geared to communicating in the day-to-day world.

Your tutoring will be a partnership, with you and the learner making the decisions — when to meet, where to meet, how fast or slow the pace should be.

The Results.

Throughout the Program you will help the learner to build a portfolio of work. This gives the learner positive proof of accomplishment and is also a means of assessing progress without the need for standardized testing, which is a negative for adult literacy learners.

Designed by local and national experts on adult education and literacy, Gateway helps the learner discover what he or she knows, how he or she can learn best and what is the most productive way to continue the learning process.

A commitment of only 20 hours will not only help someone to read and write better, it will give them wings. It will open up their world. They will gain more self-worth, self-esteem and confidence and be more productive members of society.

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And you will have the satisfaction of having helped to make it happen. Don't miss this opportunity.

Call Today!

If you, or members of your organization, are interested in becoming a Gateway tutor, please call The Gateway Hotline at

800-766-2828

and we will send you the schedule and locations of the upcoming tutor training classes.

Gateway: Paths To Adult Learning was developed under the auspices of the Philadelphia Mayor's Commission on Literacy, by regional and national experts on literacy. It is sponsored and underwritten by Philip Morris Companies Inc., one of the world's largest producers of consumer products.

Attachment # 6

WHAT IS WORKFORCE DEVELOPMENT?

From the individual's point of view, it is the lifelong process of making transitions from education to employment in order to develop skills needed to use new technology in a constantly changing workplace.

For the employer, it is the continuous assessment of the types of jobs needed to do business and developing a workforce with the skills necessary to do those jobs effectively.

The "big picture" is another perspective. Indiana and the United States are responding with every available technology to the dynamic political and economic world and increased competition for jobs, markets, and resources. There is recognition on a national scale for the need to find ways to continuously improve our present and future workforce through lifelong learning.

United Way of Whitewater Valley

FOR MORE INFORMATION, CONTACT:

Paula Marksbury, Director
Kim Thurlow
Business and Industry Training
317/966-2656, ext. 384
FAX: 317/973-8380

Henry Merrill, Director
Continuing Education
317/973-8203
FAX: 317/973-8287

Timothy J. Treon, Project Manager
Education and Training
317/966-2656, ext. 386

Teri Smith, Program Manager
Career Development
317/966-2656, ext. 387

Address:
600 Promenade
Richmond, IN 47374

FAX: 317/973-8380

United Way of Whitewater Valley receives grants as part of the Indiana Association of United Ways Giant Step Initiative. The Giant Step Initiative is funded by Lilly Endowment, Inc.

The grant for the Alliance is a Community Innovation Giant Step grant from United Way of Whitewater Valley, received from the Indiana Association of United Ways specifically for the Alliance for Workforce Development. It is a three-year, $180,000 grant to be used as start-up money for the Alliance.

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ALLIANCE FOR WORKFORCE DEVELOPMENT

Providing Continuous Improvement through Lifelong Learning

Indiana University East
Division of Continuing Studies
and Community Services

Indiana Vocational Technical College
Office of Business and Industry Training

United Way of Whitewater Valley

Alliance for Workforce Development

The Alliance for Workforce Development is a new program to serve the needs of businesses and residents in eastern Indiana. It is a collaborative effort of Indiana University East and Indiana Vocational Technical College (Region 9).

The Alliance is based on the premise that lifelong learning for the development of targeted workplace skills and competencies for workforce improvement are an important part of the economic development of eastern Indiana. The Alliance works in partnership with business, labor, other educational institutions, state and local agencies, and other programs in eastern Indiana to promote lifelong learning.

The mission of the Alliance for Workforce Development is:

- to work in partnership with business, labor, education, and state and local agencies.
- to prepare today's workforce for tomorrow's challenges by offering individuals and employers options for continuous improvement through lifelong learning.

The Office of Business and Industry Training at Indiana Vocational Technical College and the Division of Continuing Studies at Indiana University East developed this program to provide better access to the services and resources of both institutions. The continuous improvement of the workforce is an important concept for both individual employees and their employers to remain competitive and productive in the face of rapidly changing economic conditions and technology.

The Alliance provides a focus for employers seeking to improve the skills training of their employees and for employed workers seeking career advancement and transition support.

The Displaced Workers Program serves individuals who are out of work due to lay offs, downsizing, and plant closings. The program consists of a series of workshops to help participants develop effective job search skills and explore alternatives such as retraining, educational opportunities, and career change.

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The Alliance for Workforce Development provides these services:

- Academic Skills Assessment to determine levels of current skills.
- Basic Workplace Skills Development in areas such as math, English, reading, computer skills, and supervisory/ management development skills.
- Custom designed training and professional development programs to meet the needs of business and industry.
- Career Development Skills such as career exploration, résumé writing, interviewing, and job search strategies.
- Job Development Strategies to improve workforce opportunities by helping employers identify their emerging needs and developing skilled workers to meet those needs.

Workplace Literacy

is offered through a partnership between:

- The Literacy Resource Center of Morrisson - Reeves Library
- The Wayne County Literacy Coalition
- Alliance for Workforce Development

It is funded through grants from:

- United Way of Whitewater Valley
- ALCOA Foundation
- Gannett Foundation

For information about this and other literacy services contact the

Literacy Resource Center

(317) 966-8294

Services include:

- Adult Basic Skills Tutoring
- Family Literacy
- Adult Dyslexia Training

Literacy Resource Center

Morrisson - Reeves Library
80 North Sixth Street • Richmond, IN 47374

Alliance for Workforce Development
600 Promenade, Richmond, IN 47374
(317) 966 -1654

It brings out the best in all of us.®

Literacy Resource Center

Morrisson - Reeves Library
80 North Sixth Street • Richmond, IN 47374

Attachment # 7

Errors -

Lost Time -

Missed Orders -

Can They Read?

Maybe Not

WORKPLACE LITERACY

An Answer for the 90s

What is workplace literacy and who is it for?

Workplace Literacy is a program which promotes learning basic reading, writing and math skills in the work place. The skills are taught by tutors during the work day, usually at the work place.

As an employer in Wayne County you are able to help employees who have limited reading, writing or math skills. (Those with a fifth grade ability or less.) The skills can be improved on the job at little cost to the employer.

Who provides the program?

The Workplace Literacy program is provided by the staff and trained literacy volunteers of the Literacy Resource Center of Morrisson - Reeves Library. All learning materials are provided by the LRC.

If your company is working with the Alliance for Workforce Development, your employees may move from the Work Place Literacy Program into the classes provided through the Alliance.

How can we get workplace literacy?

1. Call the Literacy Resource Center (LRC) at 966-8294. Ask how the LRC can work with your company to establish a literacy program at your site, or at Morrisson - Reeves Library or in conjunction with the Alliance for Workforce Development.

2. Let your employees know that you support their efforts to improve their skills and that they need not fear the loss of their jobs. Management support is essential to the success of the program.

3. Encourage employees with good skills to be trained as on-site, mentor/tutors for their co-workers.

4. Provide "learning time" during the work day once a week for learners and tutors to work together. (Match a lunch hour with one hour of company time for training and/or tutoring).

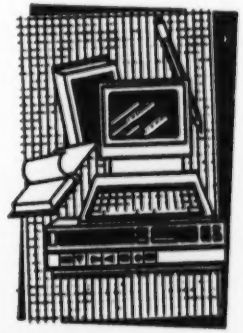
What does it cost?

The cost to your company is minimal. Materials are provided by the LRC and the teaching is done by trained volunteers. Your contribution will be promoting the program and, where possible, providing space and time for learning.

Why should we have a workplace literacy program?

The benefits are enormous. Improved worker self-esteem and higher literacy skills pay off in fewer mistakes, greater productivity, increased efficiency and worker loyalty.

With little capital investment, the employer gains a skilled workforce whose members are able to meet the technological challenges of our economy.



Questions?

Call the Literacy Resource Center of Morrisson - Reeves Library 966-8294. Ask for Miriam Moore.

TSRH Literacy Program Volunteer

Job Description

Qualifications: Have good command of reading, writing and speaking skills
Completed three hours of Dyslexia Training

Tasks:

1. Take learner and volunteer attendance and record on attendance sheet
2. Set up the classroom (TV./VCR, books and supplies)
3. Read teachers log about the previous class lesson, Review any rules or definitions with the class before class, review key word cards.
4. When a rule or definition is introduced, write in the rules section of the volunteer manual. At the end of class, write it on the black board for the class members to copy into their notebooks. Review the rule with the class. At the end of class review the lesson with the class, and stay with those learners who wish to work on the concepts longer. If only a portion of the lesson was completed on tape, finish the lesson.
5. Pause the tape when the learners are supposed to recite so that all have an opportunity to recite.
6. Encourage learners
7. One volunteer should stand near the monitor to model the letter sounds.
8. Assist learners as needed.
9. Put supplies away at the end of the class.
10. Call any learner who has missed class to remind the learner to make up the class at the library before the next class.
11. If you are unable to attend class, call a substitute. If unable to get a substitute, contact the LRC (966-8294).

Suggestions: If you hit upon an idea which improves the class, write it in the log and share it with the LRC staff. If you have questions about the class, learners or techniques, call Mary Ann Henderson, the program supervisor.

Time Commitment: Two hours per week.

TSRH Literacy Program

Supervisor's Job Description

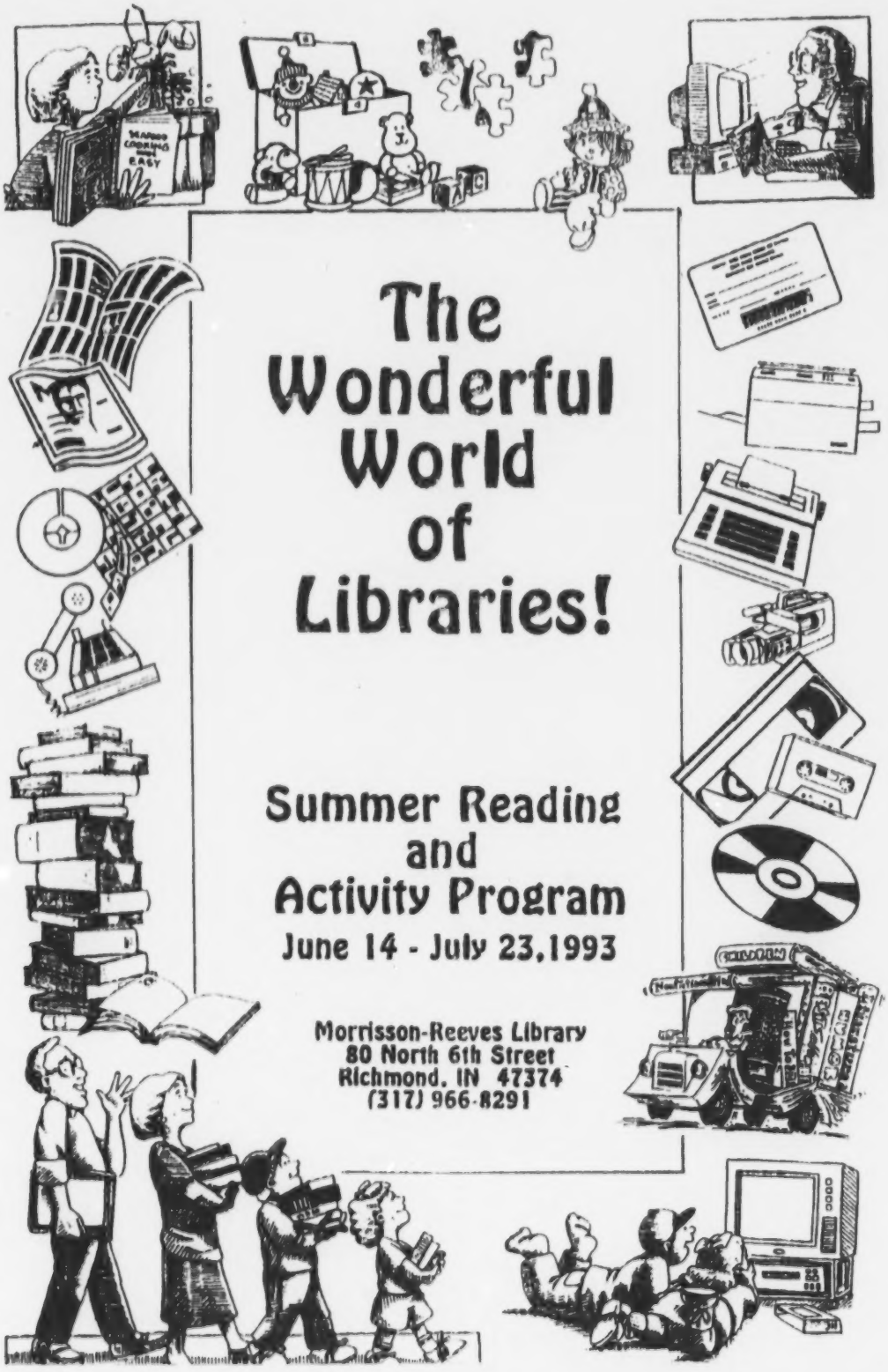
This is a volunteer position. The supervisor is asked to keep track of all of her hours and report them to the Literacy Resource Center, monthly, on a tutor time sheet.

Qualifications: The supervisor must be an experienced volunteer. with training and/ or experience in working with Learning Disabled adults or youth. Must have completed three hours of LRC Dyslexia Training.

Tasks:

1. Be available, by telephone, to answer questions from the TSRH volunteers.
2. Visit the TSRH classes once a month per site (more if needed) to evaluate how the program is progressing.
3. Make suggestions for improvement to the volunteers, demonstrate techniques when needed.
4. Participate in the training of new volunteers.
5. If the class sites need materials, inform the LRC staff .
6. Let the LRC staff know what problems may exist within the classes or with volunteers. Recommend dismissal if necessary.
7. Assist with the collection of attendance date of volunteers and learners.
8. Meet with the volunteers, when needed, to discuss class problems, teaching-learning techniques or other situations which arise.
9. Assist LRC staff with the evaluation of the program (judging effectiveness).

Time Commitment: Approximately 2 hours per week, Weeks may vary depending on supervisor and volunteer needs.



The Wonderful World of Libraries!

Summer Reading and Activity Program

June 14 - July 23,1993

Morrisson-Reeves Library
80 North 6th Street
Richmond, IN 47374
(317) 966-8291

BEST COPY AVAILABLE

Explore the

WONDERFUL WORLD OF WORDS!

1993 Adult Learner Summer Reading Activities at Morrisson-Reeves Library

Who: Any Adult Learner who is registered with the Literacy Resource Center and his/her tutor may work together on the activities listed in this brochure.

When: The activities must be completed between June 14, and July 23, 1993. Registration is from June 9 through July 10. Sign up in the Literacy Resource Center. The final celebration will be held at Morrisson-Reeves Library on July 24,1993.

What: Complete the activities listed below and have them initialed and dated by a staff person in the appropriate library department.

Activities:

1. Complete the Reference Department Activity. _____Reference Librarian

Five points This is a required activity _____Date Completed

2. Complete the Audio-Visual Department Activity. _____A-V Librarian

Five Points This is a required activity _____ Date Completed

3. Visit the Children's Department, Read a Children's Book with your tutor.

Five Points This is a required activity _____Tutor's Initials

_____ Date Completed

3 a. Read the same book to a child! The child's name is _____
Extra Credit Five Points This IS NOT a required activity _____Date Completed

4. Make a list of 12 new words you have learned to read, spell and use in a sentence. Give the list to an LRC staff member.

Five Points This is a required activity _____ LRC Staff Member

_____Date Completed

COMPLETE TWO OF THE FOLLOWING THREE ACTIVITIES

5. Compete five lessons in your reading workbook.

Book _____Level_____Lessons_____
Ten points Optional Activity _____Tutor's Initials

_____ Date Completed

6. Visit the Adult Reader collection with your tutor. Find a book which can read by yourself or with your tutor. Read the book.

Title of the Book _____ _____ Tutor's Initials

Ten Points Optional Activity _____ Date Completed

6a. Use a book on tape from the LRC collection
Extra Credit Points Only - Five Extra Credit Points _____ LRC Staff Member

_____ Date Completed

7. Write a language experience story about what the library means to you or what you like about the library. Read it to a LRC staff member or your tutor.

Ten Points Optional Activity _____ Tutor or LRC Staff

_____ Date Completed

TOTAL POINTS EARNED _____DATE _____

Recognition Items Will be Awarded throughout Summer Reading

Five Points	Ruler
Ten Points	Pencil
Fifteen Points	Note Book
Twenty Points	Food Coupon
Thirty Points	Paper Back Dictionary

All Required Activities must be completed in order to receive the following:

Forty Points	Paper Back Book
Fifty Points	MRL Summer Reading Book Bag

Tutors will be awarded the same incentives except for the MRL Book Bag. Tutors must complete the Adult Circulation Activities in order to receive the bag.

All Summer Reading Sheets must be completed by the end of the day on July 23, 1993. All prizes will be awarded by August 1, 1993

ALL ADULT LEARNERS AND TUTORS WHO COMPLETE SUMMER READING WILL HAVE THEIR NAMES ENTERED IN THE MORRISSON -REEVES DRAWING FOR THE GRAND PRIZE

Gateway Tutor Training Outline

Session I: Introducing Gateway

- Global Literacy
- Gateway Introduction
- Gateway Overview
  - Philosophy/Intelligences
  - A, B, C's of Gateway
- Major Considerations for Gateway tutors
  - Ten Qualities of a Good Tutor
  - Characteristics of Adult Learner
  - Learning Styles
  - Methods and Materials
- Reading Characteristics
- Whole Language Approach
- Conclusion Session I

Session II: Tutors / Learners and the First Meeting

- Session I Review
- Language Experience Approach
- Language Strategies
- Writing Characteristics
- Writing Process
- Goal Setting
- First Meeting Overview
  - Forms
  - Rapport Building
  - Learner Assessment
  - Reading and Writing Materials

ADVANCED TRAINING OUTLINE

November 12, 1993

Goal: Define Topics, provide hands-on experience in each area using LRC materials.

Outline

I. Welcome and Introduction
II. Overview
    NALS, Literacy Skills in adults (locate, interpret and use information to solve problems or achieve goals)
    Decoding, critical thinking, math, library tour
III. Skills Training
    A. Decoding using phonics , word patterns and rhyming
    B. Tutor Manual
    C. Multi-sensory learning
    D. Video " Sight and Sound through #736
    E. Use LRC materials to create a phonics lesson
        Laubach, Steck Vaughn, Spelling Series (2) Manual
        Work with partner to develop, present to whole group
    F. Review Russian Words
IV. Word Paterns and Rhyming
    A. Sight Word Hand out p. 13
    B. Activity from Steck Vaughn

BREAK

V. Critical Thinking
    A. How to Make a Paper Flying Device
        What are the steps needed to do this?
        What does the person have to be able understand in order to do this?
    B. Scanning, Predicting, Interpreting, Applying information
        Challenger series, Writing Skills Books, Pre-GED Writing
    C. Maps and Graphs
        Steck Vaughn Map exercise
VI. Tour of Library
VII. Tutor application, evaluation, volunteer placement

Dyslexia Volunteer Training Agenda

Three Hours

Trainers: Phyllis Hutson, Mary Ann Henderson, Dorothy Grannell

Part I Phyllis Hutson (Dyslexia Professional Language Skills Academy)

- What is Dyslexia, what are the characteristics of learners who have dyslexia, what are the psychological affects
- Auditory and Visual processing problems
- Clinical Reversals
- Multisensory Learning as the key intervention
- Question and Answer period
- Why the WRAT test is used for class placement

Part II Dorothy Grannell (Literacy Resource Center)

- Texas Scottish Rite Hospital Literacy Program, Who , What , Why? Orientation Video #4
- Show materials used in classes and show how to use the workbooks, and manipulatives
- Alphabet Review Tape and Initial Progress Review Tapes Do together as a class would.

Part III Mary Ann Henderson (volunteer program supervisor)

- Volunteer Job Description : What does the volunteer do and how?
- Keeping Attendance and other record keeping duties
- Following up on learners to promote retention of learners/motivation
- Reviewing techniques for each lesson
- Getting a Substitute
- Demo lesson # 52

TSRH Dyslexia Training EVALUATION FORM – Attachment # 10 d

Name (optional)_____

Rate the Presenters

	Excellent				Poor
1. Phyllis Hutson	1	2	3	4	5
2. Clarity of the presentation	1	2	3	4	5
3. Information presented	1	2	3	4	5
4. Dorothy Grannell	1	2	3	4	5
5. Clarity of the presentation	1	2	3	4	5
6. Information presented	1	2	3	4	5
7. Video Tapes	1	2	3	4	5
8. Understandability	1	2	3	4	5
9. Technical quality	1	2	3	4	5

Before I begin volunteering with this program:

I want to know more about_____.

I want to see_____.

I want more practice with_____.

I am willing to be a dyslexia volunteer:
Site manager yes___No___
regular volunteer yes___No___
Testing and Placement Volunteer Yes____No___

Other Comments

Faminly Literacy Refresher Training

Let vols. look at new materials and books
Set up Video's

Try out sponges

Experiment with singing (Sara do Music Part)

Choose sites and times

Minute for Manners can be inserted when needed don't want to write it in.

Book reviews for stages of development

New handouts and curriculum outlines
Give opportunity to go through at least two lessons together

Literacy Tutoring Sites 1992-93

- Central United Methodist Church, Richmond, IN
- The Centerville Public Library, Centerville, IN
- Dublin Community Center, Dublin, IN
- First United Methodist Church, Hagerstown, IN
- Milton Christian Church, Milton, IN
- Morrisson-Reeves Library
- New Garden Friends Meeting, Fountain City, IN
- Richardson Library Branch of Morrisson-Reeves Library, Townsend Community Center
- Richmond Community Schools: Pleasant View, The FIND Center, Starr Elementary School, Fairview Elementary School, Vaile Elementary School Parent Center Richardson Elementary School, Dennis Middle School
- Richmond Correctional Facility, Reid Hospital, Richmond, IN
- Richmond State Hospital, Richmond, IN
- Second Presbyterian Church, Richmond, IN
- Wayne County Jail, Richmond, IN
- Westwood Apartments, Richmond, IN
- Three private homes in Richmond, IN
- St. Paul's Episcopal Church, Richmond, IN

Attachment #12

MGF

MORRISSON-REEVES LIBRARY

MORRISSON-REEVES LIBRARY
RICHMOND, IN

MAR 22 1993

DIRECTOR'S OFFICE

March 1, 1993

NO PRIOR APPROVAL REQUIRED

Mary Freeman 3/17/93

Sec. Educ. 80.30

Franklin K. Reid
U. S. Dept. of Education
Grants and Contracts Service
400 Maryland Avenue, S.W.
ROB-3, Room 3653
Washington, D.C. 20202-4729

Regarding: **PR/Award Number R167A20327**

Dear Mr. Reid,

I am writing to ask for permission to make a budget change in our present budget period. In our original grant proposal we budgeted and received funding of $28,300.00 for Salaries and $2,264.00 in Benefits for two paid staff members in our Literacy Resource Center. Following notification that our grant had indeed been funded the Family Literacy Program Coordinator was asked and accepted an invitation to travel to China for a two week period; consequently, she was not able to work for that two week period nor was she paid while she was on the trip. Consequently, we anticipate that $780.00 budgeted for her salary and $59.00 from the Benefits line of our grant budget (for a total of $839.00) will not be spent during this grant period.

Our library is paying the conference registration and per diem costs for both Literacy Resource Center staff members to attend the Second Annual National Conference on Family Literacy to be held in Louisville, Kentucky on April 18-20, 1993. My request is to use $350.00 of the unspent funds from the Salary and Benefits lines of our grant to cover the costs of lodging and travel by car to this conference and then to use the remainder of the unspent grant funds ($489.00) to purchase additional incentive materials (books) for our Family Literacy Program. This program continues to grow rapidly and the additional funds for Family Literacy Program materials will enable us to provide a free book to more children as they complete the Family Literacy Program.

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80 NORTH SIXTH STREET
RICHMOND, IN 47374-3079
PHONE 317-966-8291, FAX 317-962-1318

I hope you will give this request careful consideration and grant the request to use some of the grant funds in a different manner than was proposed when the grant was originally compiled. Please feel free to contact me or Dorothy Grannell, Family Literacy Coordinator, at (317)966-8291 with any questions you may have or for purposes of clarification. Thank you for your time and attention to this matter.

Sincerely,

Carol B. Smyth

Carol B. Smyth
Director

Attachment #13

ADDITIONAL PROGRAM FUNDS RAISED 92-93

Workplace Literacy

United Way of Whitewater Valley $2,500
1/1/93-12/30/93
Funds for additional time for Literacy Coordinator, salary , benefits and supplies

ALCOA Foundation $3,000.00
3/1/93 - 2/28/94
Funds for additional time of Literacy Coordinator, salary, benefits, supplies

Release of Gannett Foundation funds between 1/1/93 and 12/30/95 to provide tutor and learner materials for workplace literacy matches. Materials to be purchased as needed by the Wayne County Literacy Coalition for the LRC program

Adult Dyslexia Training

Kiwanis Clubs of Wayne County March, 1993 $1500.00
Purchase 160 video taped lessons from the Texas Scottish Rite Hospital and learner and volunteer materials for 10 learners.

Wayne County Foundation $ 676.00
Learner materials for 10 learners

Wayne County Literacy Coalition $ 100.00
Notebooks and support supplies for 10 learners

P.E.O. $ 20.00
Sept., 93, Learner supplies

Family Literacy Program Books and Supplies

Wayne County Literacy Coalition $250.00

Indiana L.S.C.A Grant $1,000.00
1/193-12/30/93
Consumable supplies, videos, replacement books for rotating collection, incentive books

Reid Hospital and Health Care Services Fund $ 500.00
June/93
Consumable supplies, incentive books, program materials

Hooks Drugs Feb, 93 $ 20.00

TOTAL **$9,566.00**

WAYNE COUNTY LITERACY COALITION
Morrisson-Reeves Library • 80 North 8th Street • Richmond, Indiana 47374
(317) 966-8294

The Reader

February, 1993

TUTOR ROUND TABLE

FRIDAY, FEBRUARY 12, 1993
9:00 AM. - NOON
BARD ROOM
MORRISSON-REEVES LIBRARY

All current and past tutors are invited to attend the Literacy Resource Center's Tutor Round Table workshop. Please call the LRC to register (966-8294). Coffee and donuts will be served during the registration time.

SCHEDULE

9:00 - 9:15 a.m. Coffee and Registration
9:15 a.m. Welcome and Program Procedure
9:20 - 10:00 a.m. Round Table Session I.
10:05 - 10:45 a.m. Round Table Session II.
10:55 - 11:35 a.m. Tutor Idea Exchange
11:40 - Noon Tutor Meeting

ROUND TABLE FACILITATORS AND TOPICS

Table A: Mary Ann Henderson "Working with Dyslexic Learners"
Table B: Mary Schmid " Motivating Adult Learners - What Works?"
Table C: Miriam Moore "What's New and How to Use It"

Each tutor will be able to take part in two round table presentations

TUTOR IDEA EXCHANGE

All participants are encouraged to bring ideas and samples of things and methods which work with their adult learners. It's time to share! Bring problems too - someone may have a solution.

TUTOR MEETING

A number of ideas have been presented to the LRC staff. Tutor reactions and advice are needed.

Items for discussion are listed below.

- Participation by students in the Morrisson-Reeves Summer Reading Program
- Student-Study-Support groups
- Family Literacy for Adult Learners/Tutors

Please join other tutors and share what you have learned while others help you. Call to reserve a space and if you can not come to a day time meeting but would like to participate in an evening Round Table, call and let the staff know. An evening session can be planned if there is interest.

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NEW FUNDS FOR LITERACY!

The Literacy Resource Center at Morrisson-Reeves Library has been successful in raising grant funding for old and new programs.

The United Way of Whitewater Valley has awarded a venture grant of $2,500.00 for workforce literacy. The grant will enable the LRC to provide the basic literacy component to the Alliance for Workforce Development's program of training and retraining for workers whose employers want to upgrade their skills and for displaced workers who are ***seeking to re-enter the job market.*** The partnership between the Alliance and the LRC shares tasks allowing both groups to be more effective and to provide Wayne County with more comprehensive and effective service.

The Indiana Library Services and Construction Act has provided a grant of $1,000.00 to the Family Literacy Program for books, incentive books and program supplies.

With this funding, the Learning Together programs are serving 78 families with young children in Richmond at six neighborhood schools and centers.

****BULLETIN*****

The Wayne County Kiwanis Clubs are funding a NEW program which will provide specialized reading training Dyslexic Adults. The clubs gave checks totaling $1,500.00 to the Wayne County Literacy Coalition on Feb. 5. Tutor training for this special video and "hands on" reading program will be announced soon.

SPELLING BEE FOR LITERACY

On September 8, 1993 the community will see a rematch of the three teams who tied for first place in 1992: Reid Hospital and Health Care Services, CIGNA, and Morrisson-Reeves Library. The Wayne County Literacy Coalition hopes that there will be at least 27 other teams competing for the crown!

You can be part of the fun and help support adult literacy in Wayne County. All you have to do is:

- gather a team of three members and a coach (all must be 18 or older)
- send a $100 donation to the Wayne County Literacy Coalition care of Morrisson-Reeves Library, 80 N. 6th St., Richmond, IN 47374
- start practicing in May when the official spelling books come.

All spellers receive participation gifts, the winners receive prizes and a team trophy. Fun is the order of the evening. Teams come in **costume**! Bring your fans and friends! If you can't spell, sponsor a team or come to see the event.

Calendar of Events

Wayne County Literacy Coalition Meeting ALL INVITED March 10,1993, 5 pm
Board Room, Morrisson-Reeves Library

Tutor Training March 16, 17, 18, 1993 6:30 - 8:30 p.m.
Board Room , Morrisson-Reeves Library

TUTOR-STUDENT RECOGNITION
APRIL 27, 1993 6:30 p.m.

The Literacy Resource Center
Morrisson-Reeves Library
80 N. 6th St.
Richmond, IN 47347

Non Profit Org.
U S Postage
PAID
Richmond, IN 47374
Permit No. 1112

Dorothy Grannell
1313 Liberty Ave
Richmond, IN 47374

WCLC
WAYNE COUNTY LITERACY COALITION

The Reader

May, 1993 Volume II, Issue 2. *Page 1.*

TUTOR TIPS

- Please turn in your Time Sheet.
- Please return unused materials to the LRC.
- Family Literacy Volunteers Please Return Manuals
- For a summer change of pace - SIGN UP WITH YOUR LEARNER FOR SUMMER READING (p.3).
- Exciting Programs, Literacy Initiatives and Volunteer Training in May and June for all.
- PLEASE PICK UP RECOGNITION GIFTS AT THE LRC !

Vacation Time is READING TIME!

Read Indiana

READ Indiana will be sweeping the state during the next three years enrolling adults who have difficulty in reading, writing and math. "Isn't this what literacy efforts have been doing for years?" you may ask. Yes, but the *Gateway, Paths to Adult Learning* program systematically develops a person's self esteem so that he or she gains the confidence needed to be successful in an adult reading program. Tutors have always attempted to do this - with varying degrees of success. *Gateway* gives tutors new resources and ideas to make their tasks easier and more effective.

Volunteers and literacy workers know that approximately 50% of adult learners will leave a program before they have reached their goals. In 20 hours, using *Gateway*, the learner develops self esteem, sets learning goals and begins to develop reading and writing skills with a whole language approach. At the end of the 20 hours the learner is guided into other literacy, Adult Basic Education and GED programs which will improve his or her skills. Thus, *Gateway* will enhance existing programs.

Mrs. Susan Bayh has focused her attention on literacy during her husband's tenure as governor. She is personally promoting the new curriculum. Indiana is the first to adopt *Gateway* on a statewide basis. Three-year funding is provided by Phillip Morris, Co.

Training will be offered at Morrisson-Reeves Library on Thursday, May 20 from 1:30 -4:30 P.M. and on Friday, May 21 from 9:00 A.M. to 4:00 P.M. Lunch on your own from 12:00- 1:00 P.M. All who are interested please call the LRC at 966-8294 to register.

A statewide kick-off for READ Indiana will be held at Morrisson-Reeves Library at 9:30 - 10:30 A M. on June 4, 1993. Mrs. Bayh and other dignitaries will be on hand in the Bard Room to explain the program. Refreshments will be served.

Western Wayne Literacy Program

This winter, folks in the Cambridge City area began work on developing a new adult literacy site. The program is sponsored by the Community Guidance for Youth Program at the Golay Center in Cambridge City. Spearheaded by Rosalie DuGranrut, the effort has been joined by school department and Chapter I reading personnel so that family literacy as well as adult literacy may be offered by trained volunteers. Volunteers and adult learners from the Western Wayne region are urged to get involved by calling 478-5064 or 478-5113.

Training for adult tutoring will take place at the Milton Christian Church, State Road 1, on Tuesday, May 18, and Thursday, May 20, from 6:30 - 8:30 P.M. The church is located two blocks south of the Milton stop light on the east side of the road. Call 478-5064 to register. Western Wayne volunteers will participate in the *Gateway Paths to Adult Learning* Training in June.

Wayne County Literacy Coalition applauds and supports the efforts to provide literacy training in Western Wayne. The materials at the Literacy Resource Center will be available to the new volunteers.

WAYNE COUNTY LITERACY COALITION

Spelling Bee for Literacy

Wednesday, September 8, 1993

7:00 P.M.

Wallace Auditorium

Reid Hospital and Health Care Services

1401 Chester Blvd., Richmond, IN

Call the Literacy Resource Center and find out how you can be a part of the BEE! This year all teams will spell the same 100 words, they will also write the words out instead of saying the words. Each team needs three spellers and a coach.

The spelling books are in. All you have to do to get one is to register - $100 is the cost for entering a team. Of course, larger donations are welcome. The proceeds of the BEE go to provide materials for adult learning partnerships and family literacy. Literacy is expanding and WCLC needs your help - register a team now!

Blossoming:Theme of Recognition

Fifty-nine people attended the 1993 Student/ Volunteer recognition event sponsored by the Wayne County Literacy Coalition on April 27. More than 100 volunteers in the adult and family literacy programs were honored. Nearly as many adult learners were recognized for their efforts to improve their reading, spelling, writing and math skills. Frank Waltermann, former Richmond mayor and current WHON news talk radio host, moderated a panel of adult learners and tutors. James Gilreath,Bill Gross, Mary Holland, Vera Puterbaugh and Mary Schmid shared their stories during the discussion entitled "How Literacy Has Changed My Life".

Aaron Stevens sang two songs which set the tone for the evening's events. Flowers provided by Ludwig's brightened the Bard Room at Morrisson-Reeves Library. Flowers by Carla gave a doorprize which was won by Valeda Ramsey. Debi Brim baked a beautiful (and delicious) cake for all to enjoy. Norma Carnes and Kathleen Quinlivan were the principal organizers of the event. The evening ended with the presentation of book bags for first year participants and butterfly bookmarks for those who have been working for two or more years.

The program was video taped and parts of the program will be included on a video tape which will be made to tell about the literacy program and recruit volunteers. We hope to have the video available so tutors and students who missed the recognition may watch it together. If you were unable to attend the program please stop by the Literacy Resouce Center to receive your gift.

The Wayne County Literacy Coalition offers its congratulations to all the tutors and students who have worked together this year. You are truly blossoming!

Family Literacy To Plan for 93-94

Twenty-nine volunteers worked with 79 families at six sites in Richmond during the year. The programs ended with "Dinosaur Dances" which everyone enjoyed.

Volunteers are asked to attend an evaluation and planning luncheon on May 19 at 1:00 P.M. at Dorothy Grannell's home, 1313 Liberty Ave. Please call the LRC for directions, a ride or other information. Your ideas are needed to improve the program for next year.

What's New ?

• The Literacy Resource Center has developed a **Workplace Literacy Program** in cooperation with The Alliance for Workforce Development. Funding for the program was given by the United Way of Whitewater Valley and the ALCOA Foundation.

Workplace Literacy is designed so that individuals who need help can receive tutoring at the worksite, the library or IVY Tech. Any business in Wayne County may take advantage of the services by calling Miriam Moore at 966-8294. If a company is receiving services for its employees from the Alliance for Workforce Development, those testing below 5th grade level will be referred to the LRC.

• **Adult Dyslexia Literacy Training** classes will soon be available at Morrisson-Reeves Library. Funds from the Kiwanis Clubs of Wayne County and the Donald A. Goodwell Memorial Fund of the Wayne County Foundation are providing this program.

Tutor training will be given on May 25, from 12 noon to 3:30 P.M. at Morrisson-Reeves Library. Classes for up to ten adult learners will begin in late June.

Video taped lessons from the Texas Scottish Rite Hospital Literacy Program are at the heart of these classes. It will take a year and one half to complete the entire curriculum. Adult learners must attend two classes a week. Interested persons should call Dorothy Grannell at 966-8294 for details.

• An **IBM Compatible Computer** (a gift from Jane and Leslie Hunt) is available for use by tutors and their adult learners in the LRC office. Software is expected in late June.

• **Western Wayne Literacy Program** see article on page 2!

• **New Books** for the Family Literacy Program were purchased through an Indiana. L.S.C.A. grant.

• *Thank You to all donors!*

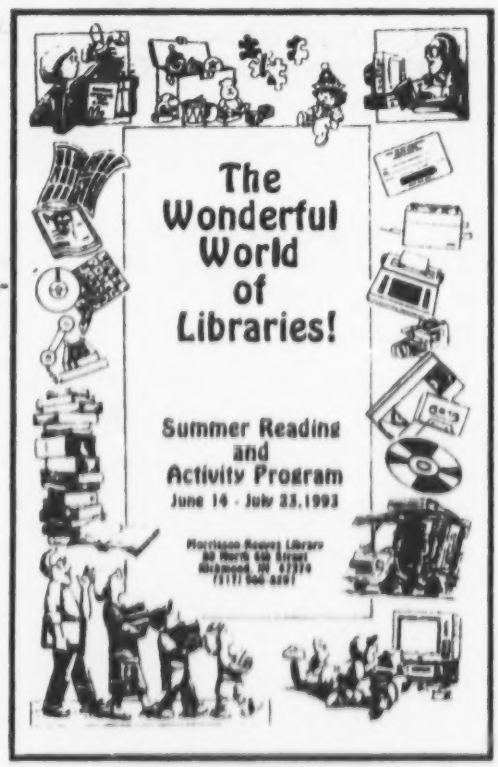
SUMMER READING COMES TO LRC

Adult learners and their tutors can spice up their summer study plan by participating in the Morrisson-Reeves Wonderful World of Libraries Summer Reading and Activities Program. Registration begins on June 9th and continues through July 10th. You may register in the Literacy Resource Center at the library.

You may start your Summer Reading trip on June 14th and continue through July 23rd at 5:00 p.m. Pick up a Wonderful World of Words form from the literacy office and take your trip through all of the "library worlds" - Reference, Audio-Visual, Children's, Adult Readers and the LRC!

For each completed world's assignment, the adult learner receives a prize. If all of the requirements are completed the learner receives the same prize as any adult who participates in MRL's summer reading and activities program.The learner is eligible to win the grand prize at the final celebration, July 24th. Tutors must fulfill the Adult Circulation's rules to win prizes. However, many of the activites are the same as those asked of your student.

Join in the fun! Take a trip through the Morrisson-Reeves Library this summer!



Pick Up Your "Trip" Folder June 9 - July 10 in the Literacy Office at Morrisson-Reeves Library

CALENDAR

ADULT TUTOR TRAINING:
May 17, 18,19,1993
9:30 -11:30 A.M. Board Room
Morrisson-Reeves Library

WESTERN WAYNE - TUTOR TRAINING
Milton Christian Church, State Rd 1, Milton,IN
MAY 18, 1993 6:30 - 8:30 P.M.
MAY 20, 6:30 -8:30 P.M.
Call 478-5064 or 478-5113 to register

FAMILY LITERACY PLANNING LUNCH
May 19, 1993 1:00 - 2:30 P.M.
1313 Liberty Ave., Richmond

READ Indiana GATEWAY Training:
May 20, 1993 1:30 - 4:30 P.M.
May 21, 9:00 - 4:00 P.M.
Lunch on your own 12:00 -1:00 P.M.
NEW PROGRAM - SEE PAGE 1

State Wide Kick-Off
for
READ Indiana
June 4, 1993 9:30 A.M.
Bard Room
Morrisson-Reeves Library
80 North 6th St.
Richmond, IN
Susan Bayh Will Preside
Refreshments will be Served
Public Invited

DYSLEXIA VOLUNTEER TRAINING
Trainer: Phyllis Hutson (See page 3)
May 25, 12 noon - 3:30 P.M.
Bard Room - Morrisson-Reeves Library

Summer Reading and Activities Program
June 14 - July 23, 1993

The Literacy Resource Center
Morrisson-Reeves Library
80 North Sixth Street
Richmond, IN 47374

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Permit No. 1112
Richmond, IN 47374

UNCSOE
Dorothy Grannell
Telephone
(317)-966-8294

328

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Attachment # 14c

Literacy Resource Center
TUTOR BULLETIN

September 1, 1993

Calendar of Events for Tutors and Learners

- *September 6, 1993 Library Closed in honor of Labor Day*

- September 8, 6th Annual Spelling Bee for Literacy

Sponsored by the Wayne County Literacy Coalition
7:00 p.m. at the Wallace Auditorium of Reid Hospital and Health Care Services
This is the major fund raising event for adult literacy in Wayne County
It is a fun event. Attend with your learner, you may win the audience participation prize!

- **September 10 "Its Never Too Late...To Learn!"**

ADULT LEARNING OPPORTUNITIES FAIR

Bard Meeting Room
Morrisson-Reeves Library
10:30 a.m. to 1:00 p.m.

Adult Basic Education, Richmond Night School, Literacy Resource Center, READ, Indiana, Wayne County Extension Service, Alliance for Workforce Development, Townsend Center, Indiana Vocational Technical College, Indiana University East and Purdue University Programs will all have information and people available to answer questions. Information about becoming a volunteer will also be available.

- **September 1 - 24 Registration for Adult Dyslexia Classes**

Adults who are dyslexic or have other learning disabilities may register for classes to improve their reading and spelling. Video taped lessons are shown to the class members. Volunteers will lead the classes and assist with the multi-sensory activities. Classes will be held from 6:30 p.m. to 8:00 p.m. at The Central United Methodist Church. A one time materials fee of $5.00 is charged each learner. There are 160 lessons in this new program for adults with learning disabilities.

The first group to take the program is completing the first book. The learners are excited by their progress. If your learner would benefit from this program have the learner get in touch with the Literacy Resource Center at 966-8294.

- **October 25 Tutor Thank You Luncheon**

Learn more about *Gateway: Paths to Adult Learning* and READ, Indiana. A luncheon will be provided by the Indiana Literacy Foundation in the Bard Meeting Room at Morrisson-Reeves Library. Mrs. Susan Bayh will try to attend. She was sorry to have been "rained out" in June, and she would like to meet our tutors. This is a thank you event for all you do. More Later!

VOLUNTEER TRAINING OPPORTUNITIES

- September 15 and 18, ***Gateway:Paths to Adult Learning***
  NINE HOURS of Basic Tutor Training
  September 15, 5:30 - 8:30 p.m., September 18, 9 a.m. - 4 p.m. (bring brown bag lunch)
  This training is required for all adults who want to become tutors.

- September 29, 5:30 -8:30 p.m. **Advanced Tutor Training**
  Learn the variety of resources available to use with an adult learner beyond the basics. Includes using phonics, library resources, and work related materials.

- September 14, 9:00 a.m. - Noon **Refresher Course for Family Literacy Volunteers**
  Revised curriculum, using music, new resources, games and activities will be shared.

- September 22, 9 a.m. - Noon **Family Literacy Training for New Volunteers**
  Become a family literacy volunteer. Learn how to work with adults and their pre-school children to build reading and language skills. TWENTY new volunteers are needed to help staff six community sites.

- September 5:30 - 8:30 p.m. **Dyslexia Volunteer Training**
  Phyllis Hutson of the Language Skills Academy will lead training so that volunteers can supervise and support learners in the Adult Dyslexia Training Classes. Those interested in learning more about the program or about dyslexia may attend.

- October 25, 26, 27, 9 a.m. - Noon ***Gateway: Paths to Adult Learning*** **Basic Tutor Training.** Nine Hours Required.

ALL VOLUNTEER TRAINING CLASSES WILL TAKE PLACE DOWNSTAIRS AT MORRISSON-REEVES LIBRARY. CALL 866-8294 TO REGISTER.

Reminders

* Please turn in your tutor hours sheets , we must report to our funders!

* Please return any tutoring materials you are not currently using, especially tutor manuals.

* If you or the adult with whom you are working need to change your tutoring time, please contact the Literacy Office to see if a room is available.

* Check out the Adult Reader section of the MRL collection, $1,000.00 worth of new books have been added thanks to the generosity of the Morrisson-Reeves Library Board of Trustees. Thank you!

* Get those learners writing! Write for our newsletter (submit articles by November 1). Bring completed articles to the Literacy Resource Center.

Ideas

To get your learner writing, try a practical exercise. Make a shopping list, write out the directions on how to make something the learner likes. Below you will find the report on the first ever, Literacy Picnic held this summer at Glen Miller Park. The event was planned by an adult learner and his tutor. Read the article with your learner. Find out what your learner thinks about the idea. See if he or she has and ideas to write about or plan.

Please send the LRC any ideas you have used to help make learning more interesting and productive. We want to publish your ideas in the next newsletter.

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THE PICNIC

The weather was perfect for the Adult Literacy Picnic in the park on July 24,1993. The colors of red, white, and blue festooned the front of the shelter. Small American flags were on the tables.

Lots of good food and interesting conversations were enjoyed by the picnickers.

The winners of the drawings were Roberta Gosnell, Anna Scott, Barbara Heavilin, Helen Moehring, Stephanie Baker-Kpeglo and Zanetta Boggs.

Dick Cranall video-taped the festivities.

We would like to thank those who so generously donated to our picnic. They were the Fruit Market, Woolworth's, Lee's Famous Recipe, WalMart, Hoosier Container, Rose City Catering , Fowler, and Kroger.

The host for the picnic was Bill Gross and his helper was Mary Schmid. Bill gave a small American flag to each picnicker.

If you would like another Adult Literacy get together, say YES to your tutor or Miriam or Dorothy.

Written by Tutor, Mary Schmid.

(Puzzle answer : 6)

Literacy Resource Center Receives Funding for 1993-94

Senator Dan Coats ' office announced that the Literacy Resource Center will again receive $35,000 to operate the literacy programs for 1993-94. These funds are provided through Title IV , Library Services Construction Act administered by the U.S. Department of Education. For some months this spring it was unsure if this legislation would be funded for the coming year because of budget constraints. The funds were approved and the LRC grant proposal was accepted for funding.

The legislation allowing the U.S. Government to support adult literacy runs out in 1994. New legislation will have to be written. Please talk with your learner and see if you can write a letter together to the President or one of our senators or our representative. Tell our legislators what a difference this funding makes for adults who want to learn to read.

Addresses:

President William Clinton
The White House
1600 Pennsylvania Ave.
Washington, D.C. 20500

Senator Dan Coats
441 Russell Senate Building
Washington, D.C. 20510

Representative Phil Sharp
400 North A St.
Richmond, IN 47374

Senator Richard Lugar
306 Hart Building
Washington, D.C. 20510

****

September Is National Literacy Month
Tutors and Learners are the best recruiters
Tell your friends and neighbors about Literacy

*****

Tutor/Learner Puzzle

READ this sentence:

FINISHED FILES ARE THE RESULT OF YEARS OF SCIENTIFIC STUDY COMBINED WITH THE EXPERIENCE OF YEARS.

Now count aloud the F's in that sentence. Count them ONLY ONCE, don't go back and count them again. How Many did you find? Who got the puzzle right - the tutor or the learner? Answer found on page 3.

Send in your tutoring tips, puzzles, study hints and writing by learners or tutors to the LRC.

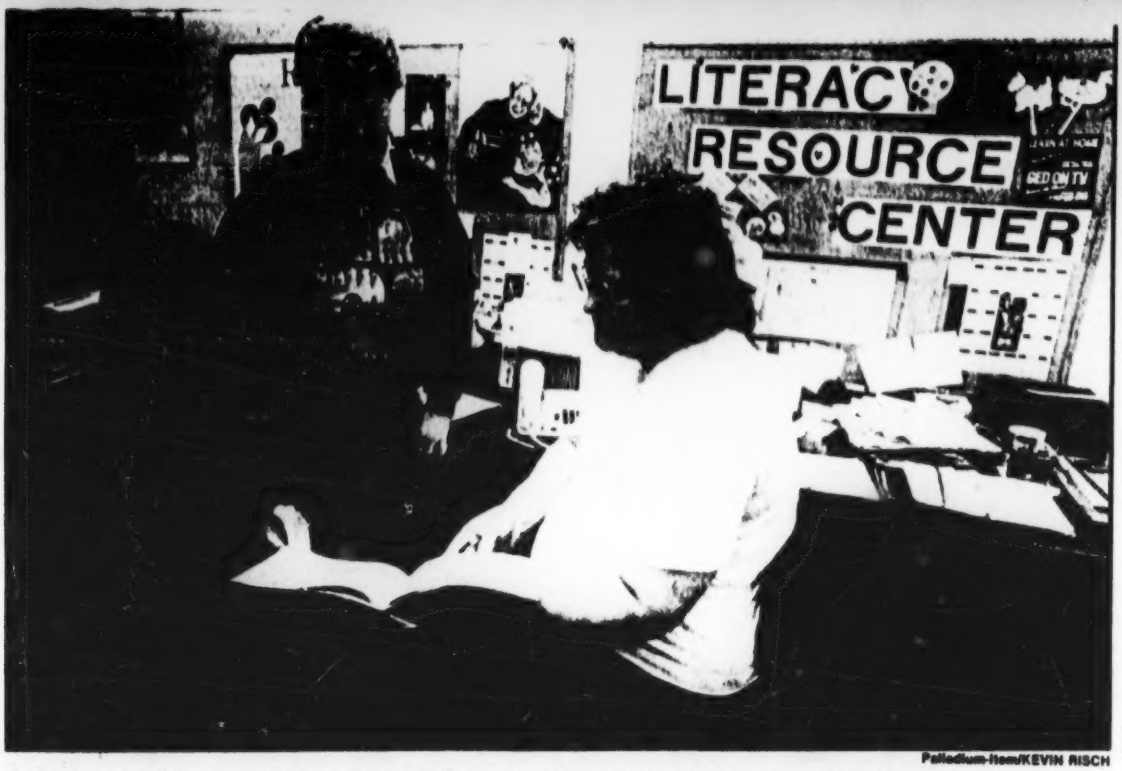
The Palladium Item and the Morrisson-Reeves Library newsletter will have special literacy features on September 8. Watch for the articles !

Attachment # 15

Literacy Resource Center

News Releases and Publicity

1992-93



Palladium-Item/KEVIN RISCH

Going over new literacy material are, from left, Emily Lemming, Dorothy Grannell and Miriam Moore.

Tutor shares the rewards of reading

By LOIS WILSON
Palladium-Item

Emily Lemming has spent three hours a week for the past year teaching a young man the joys of reading.

She is one of 93 people making a difference by teaching adults how to read, but more helpers are needed.

Lemming volunteered to be a reading tutor at Morrisson-Reeves Library Literacy Resource Center last November after reading about the program.

"I saw a big article in the Palladium-Item about volunteering and I am a teacher and I was a school principal. I took time off to spend a few years with my own child and it seemed like something I would enjoy doing," she said.

That was November 1991. Shortly after last Christmas, Miriam Moore, co-coordinator of the Literacy Resource Center, called on Lemming to help.

"She said she had a young fellow that needed tutoring and thought we could arrange something. So I have been meeting with him for about a year. He started at about a second-grade reading level and we just finished this fourth-grade series ... and we're about to start the fifth-grade level."

Lemming, who was formerly principal at Seton Catholic School, said teaching experience is not necessary for those who want to volunteer.

"They're not really teaching you to be a teacher. They show you a videotape of a teacher working with students — so it's kind of like modeling."

She said she asked her student to tell her a story. She wrote it down and read it back to him, then asked him to read it back to her.

"I told him, 'You can tell me wonderful stories — all you're reading is your talk written down,' and he said he never thought about it that way."

Lemming said she is glad the program is available.

"I'm happy to see this working ... the people that need the help have the mechanism for getting it. It's not easy to say as an adult 'I need help. I don't read well.' "

She said she is glad she volunteers and encourages others to do the same.

"It's most rewarding for me when I'm aware he realizes he's making progress. It's slow for a while and then there's a big leap."

To become a tutor

Anyone who wants to volunteer may attend the afternoon sessions, 12:30-2:30 p.m., or evening sessions, 6:30-8:30 p.m., Monday-Wednesday, Jan. 18-20, in the board meeting room downstairs at Morrisson-Reeves Library. Volunteers interested in tutoring people in the family literacy program, which tutors children and their caregivers in and around Richmond, may attend training from 12:30 to 2:30 p.m. Wednesday in the library board room. Another session is scheduled for 7-9 p.m. Monday, Jan. 11, in Conference Room A in Runyan Center at Earlham College.

— PALLADIUM-ITEM

■ Literacy program thrived in 1992
— Page A3

Library literacy program thrived in 1992

By LOIS WILSON
Palladium-Item

1992 was a big year for the Literacy Resource Center, but the program has become so popular the program needs more volunteers.

Dorothy Grannell, co-coordinator of the center, said many adults came forward to ask for help with reading last year.

She said 93 tutors spent 3,229 hours teaching 101 adults how to read. Eighty-three tutors were trained in 1992 and 61 received additional training.

■ Tutor shares rewards of reading
— Page A1

"In 1986-87, we had below 400 volunteer hours, but in the last three years that has gone up. It's been an increase of 400 hours over the last three years and an increase of 22 adults over last year who have received adult tutoring."

Grannell said that number does not include the family literacy program, which served an additional 40 adults and trained 18 more volunteers, compared with previous years.

She also wants people to know that the program is not limited to the Morrisson-Reeves Library. Tutors worked at 22 different sites around Wayne County and half of those were outside of Richmond. Anyone living in the county can receive help through the program.

"They contact us on the phone or by coming in if they want to receive service. If they're having difficulty with reading they don't usually read about it in the paper. They tend to hear about it from public service announcements on TV and radio, word of mouth from friends. We've been getting a lot better radio coverage this year."

You can help

If you know someone who needs help learning how to read, tell them to call the Literacy Resource Center at 966-8294.

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Good spellers wanted

5/14/93

By SAMANTHA SHOOK
Palladium-Item

Do you know which word is misspelled in this sentence?

That kind of knowledge — and $100 — might get you a plaque at the Wayne County Literacy Coalition's spelling bee.

The coalition is looking for teams to register for its sixth annual bee.

Each team needs three members and a coach — and the registration fee of $100. If you can't recruit a team, you can sponsor a group who can't raise the fee. The bee is the Literacy Resource Center's main fundraiser, and the entry fee buys materials to tutor one adult student for a year.

Teams should register by September 1 at the latest. The bee will be at 7 p.m., Sept. 8 in Reid Hospital's Wallace Auditorium.

New challenges: This year's bee has a few new rules to keep things challenging, said Dorothy Grannell, family literacy coordinator. All teams will spell all of the words, which will have to be written down, Grannell said.

Also, teams will have only 15 seconds to come up with an answer. Last year they had 60 seconds, Grannell said.

This year, bee organizers might be adding some audience participation by holding a "mini bee" during breaks. Audience members can try to spell words and win prizes, Grannell said.

So far, five teams have registered for the official bee, and five groups are willing to sponsor teams. Last year, 15 teams participated, and this year's goal is teams, Grannell said.

For more information, call the Center at 966-8294.

And don't misspell *misspell*.

Susan Bayh in Richmond

Susan Bayh will be in Richmond Friday as part of a tour of the state to promote literacy.

The governor's wife will be at Morrisson-Reeves Library from 9:15 to 10:30 a.m. Friday. The visit will be part of the kick-off of "Read Indiana," a public awareness program supported by the Indiana Literacy Foundation.

The program is sponsored by the Phillip Morris Foundation.

The Read Indiana campaign is part of a special literacy program called "Gateway: Paths to Adult Learning." It is designed to help audits improve their life through through learning new reading skills.

"Gateway" materials are designed to help adult learners set goals, enhance life skills and to sharpen basic skills for continued literacy instruction, a general education diploma or acceptance to a community college.

Call 966-8294 for information.

Statewide information is available by calling the Read Indiana Hotline at (800) 331-8603, or the Read Indiana Hotline at (800) 331-8603.

Compiled from Palladium-Item wire reports.

5/6/93

5-13-93

is a special student rate of $5. Scholarships are available by calling the Mental Health Association at (317) 966-0221.

Milton

Literacy training

Training sessions will be held in Milton tonight and Thursday night for western Wayne County residents who want to become literacy tutors.

Morrisson-Reeves Library will hold the training sesions from 6:30-8:30 p.m. at Milton Christian Church, State Road 1, Milton.

To register, call 478-5064 or 478-5113. For more information about the training sessions, call Morrisson-Reeves at 966-8294.

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Literacy brings empowerment

There are approximately 600,000 Hoosier adults who cannot read this editorial because they read below a third grade level.

Another million Hoosiers have difficulty comprehending the meaning of these words because those tens of thousands never graduated from high school.

Without the ability to understand and communicate, the social and economic future of these persons and their families can be grim. Nearly 75 percent of the unemployed are people who cannot read or write, while half of the families enrolled in welfare programs are headed by a person who is illiterate. Approximately two-thirds of the prison population for both juveniles and adults is composed of people whose literacy skills are below functional levels.

There are a number of resources which exist to help Hoosier adults with their reading and writing skills.

Existing literacy programs in communities across the state have done a tremendous job in helping to improve literacy levels. Over the past decade, efforts made by literacy and community programs have actually decreased by thousands the numbers of Hoosiers over the age of 25 without a high school education.

Additional resources, such as more sites where learning occurs, and more volunteer tutors, would enable these programs and others to be a resource where adults could learn to read.

Guest opinion

By Susan Bayh

Read Indiana seeks to increase literacy skills among Hoosier adults

One resource seeking additional locations where learning can occur is Read Indiana. Read Indiana is a project of the Indiana Literacy Foundation, a nonprofit organization which seeks to increase literacy skills among Hoosier adults. Read Indiana provides training services and materials for tutors free of charge to sites across the state.

The materials donated by Read Indiana constitute an assessment and early learning program designed to build confidence and to assist the adult learner in setting goals.

These materials seek to encourage increased levels of self-esteem, and to enable the learner to create a blueprint for continued learning. The materials are highly motivational because they are relevant to the learner's interests, and recognize that each learner has his or her own goals and learning styles.

In addition to the donation of materials, Read Indiana provides training services at sites where persons are interested in serving as tutors. Donations of these materials and training services have already been made to sites such as libraries, churches, unions, adult literacy and educational programs, the welfare reform Impact program, and prisons.

I invite you to join me in the Read Indiana effort. Every one of us is needed to eliminate illiteracy in this state, and there is room enough for each of us to make a difference!

Please become involved. If you know of a site where learning can occur, please contact Read Indiana by calling (317) 233-6070.

Susan Bayh, wife of Gov. Evan Bayh, will be at Morrisson-Reeves Library at 9:30 a.m. Friday to kick off the Read Indiana program.

Susan Bayh to kick off literacy campaign

By JOHN KELLER
Palladium-Item

INDIANAPOLIS — Can you read this?

If not, help is on the way, courtesy of a new Read Indiana program known as 'Gateway: Paths to Adult Learning,' which will be introduced in Lafayette June 3 at the Howard Johnson Plaza Hotel, 4343 State Road 26 East.

First lady Susan Bayh will kick off the Gateway project by holding a 9 a.m. reception to present the program to residents and city officials, said Denise Henard, program training coordinator.

Improving life: The program is an effort to help adults improve their lot in life.

"It will heighten the awareness of illiteracy around the state," said Henard.

"It is estimated that over a half million people (in Indiana) are reading at functionally illiterate levels, if not totally illiterate. We want to do something to decrease these numbers drastically."

In Tippecanoe County, an estimated 16 percent to 21 percent of adults are functionally illiterate — unable to read a restaurant menu, job application or want ad.

How to help

If you know someone with a reading disability or if you would like to become a tutor, call the Read Indiana Hotline at 1-800-331-8603 or the Indiana Literacy Foundation Hotline at 1-800-624-7585. In Richmond, call the Literacy Resource Center at Morrison-Reeves Library at 966-8291.

"A lot of our unemployed are people who don't read," said Regional Coordinator Helene Kiser.

"They can't read, speak, write or do math well enough to function in every day life."

Linking up: The program, funded by nonprofit Indiana Literacy Foundation, Inc. and sponsored by the Philip Morris Cos., Inc., will link potential tutors and learners to existing sites around the state.

Training and materials are offered free to potential tutors.

Classes will be held in public places such as libraries, school cafeterias, churches and other easy-to-reach spots.

The program is not only for those with severe reading problems, but for those who want to brush up for interviews, job searches and increase levels of self-esteem, Henard said.

It will also help people read driver's manuals, government forms and children's books.

"Each experience will be customized to teach the learner what they want to learn," Henard said. "That is the unique thing. It is not based on finishing so many pages in a certain book, but to help the learner enjoy some success."

Added Kiser: "The wonderful thing about this program is it targets what the learners want.

"If they want to read to their grandchildren, they will read from children's books. If they want an Indiana driver's license, they will read from the state's drivers manual."

Self-esteem: "It's a real self-esteem builder. It's completely learning-based. They come in with a need and we teach them to do what they want to do."

In a region encompassing Benton, Clinton, Tippecanoe and White counties, Kiser estimates that up to 80 tutors and helpers will work with the program.

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Palladium-Item

Special Supplement

Wednesday, September 8, 1993

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INTRODUCTION

"Read all about it!"

For many Americans, those words serve as an invitation to find information they need or want to know. But others—perhaps as many as one in five adults—find it difficult, if not impossible, to read all about it. They are among the people who lack the literacy skills to survive in today's complex society.

For those who cannot read, or who cannot read well, the world can be a difficult place. There are fewer and fewer jobs for nonreaders: Today 90 percent of all occupations require some reading and writing. And many everyday activities—from filling out an application form to writing a check or reading the directions on a prescription—require at least some basic literacy.

"Read All About It!" contains information about some of the programs that are helping people learn to read. It tells you reading is an activity you can do in many different settings.

Perhaps most important, however, this special section also lets you know how you can become involved. A listing of national and local literacy programs, plus a special telephone hot line on Page 8, offers you a chance to make sure that everyone in your community is able to "read all about it."

A message from the publisher

The Palladium-Item is proud to offer "Read All About It!" in honor of International Literacy Day, Sept. 8, 1993. Publication of this special newspaper section, offered by the Newspaper Association of America Foundation and several companies related to the newspaper industry, is part of a program to celebrate the value and joys of reading.

If you browse through the pages of this section, you will see a story, some puzzles and tips for reading with children. It is our belief, and the belief of many experts in the reading field, that the very best way to help your children become good readers is to read to them at an early age, to participate with them at an early age, to participate with them in reading activities as they grow older, and to show them how enjoyable reading is, by reading regularly yourself.

There are many ways to read together — with books, magazines and newspapers. In fact, we hope you'll use this newspaper every day with your family. Please turn to Page 7 for a list of simple tips for family newspaper reading, using today's or any day's newspaper.

Then do tell us about features you like — or those you don't. Of course, we always want to offer articles that keep you informed about what's going on in the world and in our community, but we also hope to give you features you like to read and things that will be helpful to you.

We look forward to hearing from you.

Sincerely,

Emmett Emelaer,
Palladium-Item
president
and publisher

New federal initiatives combat adult illiteracy

by Maria Koklanaris

To understand where the literacy movement is now in the United States, think about building a house.

The late 1980s and early 1990s saw passage of milestones such as the 1991 National Literacy Act and creation of a National Institute for Literacy in Washington, D.C. For literacy leaders, this was like deciding where to live, obtaining financing and laying the foundation.

Now they have to finish the house and get people to move in.

"What we need to do is build on what we already have in place," said Sharon Darling, president of the National Center for Family Literacy in Louisville, Ky. "We know a lot of information now about how adults learn. We need to translate that to the field, build a practice in adult education, so we can really help families and adults who need our help. Right now we don't have an infrastructure to do that."

Creating the infrastructure leaders speak of is a top priority for the balance of the 1990s. Darling said success will come from literacy "programs in every community and a system to train [teachers], and evaluate and disseminate the practice."

Leaders say that will be essential if they hope even to approach Goal 5 of the Clinton administration's National Education Goals. Goal 5 states that every American adult will be literate by the 21st century.

"It's going to be no easy pickings," agreed Dick Lynch, chairman of the National Coalition for Literacy, a volunteer association of about 35 public and private national literacy organizations. "That's not to say we should not have lofty aspirations. We have 23 million illiterate American adults. Those figures are simply staggering."

Fortson County, Va., Public Schools

Classes like this one are helping adults across North America learn to read.

Goal 5 is "lofty, but it's a target," says Ron Pugsley, acting director of the U.S. Department of Education's Division of Adult Education and Literacy. "The question is to what level is the delivery system up to being able to meet the needs."

Pugsley and others hope to have a somewhat clearer answer this month, with the expected release of the National Adult Literacy Survey. The survey, funded by the Department of Education and administered by the Educational Testing Service, looked at the literacy levels of 15,900 American adults.

"This will probably be the most important review of what's happening out there of any document we have," Pugsley said.

Literacy advocates expect the report to let them know how well the current effort to educate adults is working and give them some sense of how to expand that effort. But equally important to the movement will be attracting the tens of millions of people who need services and are not getting them.

Pugsley says the challenge will be to improve on huge gains made in the last 13 years.

In 1980, he said, 2 million adults were enrolled in literacy programs. Today, there are 3.8 million, an increase of nearly 90 percent. Much of the increase is due to skyrocketing numbers—about 35 percent of the current population of literacy enrollees—who are taking English as a second language, Pugsley said.

As of press time for this article, literacy leaders were preparing their recommendations for a director for the National Institute of Literacy. They expected to have one in place over the summer.

Peter Waite, president of Laubach Literacy Action in Syracuse, N.Y., said he hopes one of the institute's first priorities will be to help the states. He wants to see the creation of resource centers, mini-National Institutes of Literacy, in each state.

Lobbying for more money for literacy efforts will naturally be a big part of advocates' work. The current federal budget provides $254 million for literacy efforts. President Clinton has proposed $261 million, a 2.7 percent increase.

"We have under 4 million [illiterate persons] receiving instructional services," said Helen "Jinx" Crouch, president of the Literacy Volunteers of America in Syracuse, N.Y. "It's more money for those, but if you tried to serve the population in need, it's certainly not enough. The battle continues, or the war continues."

Lynch said literacy advocates understand the fierce competition for federal dollars, but they believe funding literacy efforts can save a lot of money in other social programs. He said study after study has shown that illiteracy is directly linked to problems that cost taxpayers hundreds of millions of dollars a year.

"If you look at drug abusers, juvenile delinquents, pregnant teenage girls, the unemployed, the underemployed, the homeless, you will find illiteracy statistics that go off the charts," Lynch said.

Waite said literacy advocates also try hard to make the point that literacy programs work and the money is well spent.

"It still is one of America's most solvable problems," he said. "It's something that people can do something about." ■

Maria Koklanaris is an education reporter for The Washington Times.

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There is help for adults who have trouble reading

By WANDA SIMPSON
Palladium-Item

About 20 percent of the adult Wayne County population are embarassed and ashamed. They live in constant fear that someday they may slip up and the secret they have gone to great lengths to camouflage will be out in the open.

They are unable to read.

Many have the learning disability known as dyslexia. This is not the "I had to quit grade school to work on the farm or I just goofed off and didn't learn to read."

Dyslexia has nothing to do with a persons mental capabilities. In fact most persons with dyslexia have average to above intellectual capabilities. Albert Einstein and Thomas Edison are among the scores of sucessful people who were or are dyslexic.

Dyslexia can take on a number of forms. Reversal and reversion of letters and numbers is the most common.

Dyslexia does not have to do with vision but with the way the brain processeswhat it sees. Butthere are cases where vision abnormalities have come into play.

There is no known reason or cause.

Persons with it find ways to cope so that their condition will not be found out. They spend much of their time trying to figure out ways to keep their families, children, spouse, co-workers and their bosses from discovering that they can't read.

They might use tape recorders, learn memorizing techniques, spend extra time on assigned projects and create many other inventive ways of keeping their secret.

The shame and fear that they suffer at the prospect of being discovered, creates mmore stress on an already stressful existance.

But help is available.

Adult dyslexia classes available in Richmond use video tapes.

"The program uses a multi-sensory approach to learning which has proven to be effective with learning disabled adults. Richmond, outside of Indianapolis, is the only city in the state of Indiana which uses this program," said Dorothy Grammell, program and administrative coordinator.

The multi-sensory approach helps trace patterns in the brain which enable the student to improve the memory of sequence of letters.

An Adult Dyslexia Class begin Oct. 5 and meet from 6:30 to 8 p.m. on Tuesdays and Thursdays at Central United Methodist Church.

All training and materials are free. Registration will be held this month and appointments can made by calling the LRC at 966-8294. Another class will begin in December.

Classes are taught by volunteers, who need not be experts. Two volunteers teach each class. Four to six more volunteers are needed. A three-hour workshop for volunteers will be held for volunteers. For information, call the LRC at 966-8294.

Where to go for help

In addition to dyslexia training and workplace literacy programs described in stories on this page, help is available at:

■ FAMILY LITERACY — Learning Together Family Learning Workshops are held at Starr School. Diane Whitehead, who with her son attended all 13 sessions last year, is the organizer for the Starr Neighborhood Center. Her number is 962-9627. There are 92-93 families at six sites in the community.

■ ONE—TO—ONE — Bob Wright, tutor for this program, can be reached at 962-5661.

■ READ INDIANA/GATEWAY — Five learners are using the READ Indiana Gateway materials. READ Indiana is organized into 10 regions, each one covering several counties.

■ WESTERN WAYNE — Rosalie and Herman DuGranrut organized this new literacy effort in the Cambridge City-Milton area. They have 13 trained tutors and are in the process of recruiting students. They are working from the Youth Guidance Program at the Golay Center. They can be reached at 1-478-5113.

■ GED/ABEF — For information concerning these programs, call Cheryl Amos at the FIND Center, 973-3486. She information about GED on TV and the Adult NightSchool.

■ NETWORKING — Paula Marksbury or Kim Thurlow, 966-1654, of the Alliance for Workforce Development are the contacts for networking the programs.

The Family Literacy and the dyslexia programs are both supervised by Dorothy Grannell. Miriam Moore supervises the one-to-one tutoring, workplace literacy and the Gateway program. They may be reached for additional information on all programs at LRC 966-8294.

Adults can improve their skills

By WANDA SIMPSON
Palladium-Item

There are thousands of adults in Wayne County who cannot read over the third grade level.

They do not have a learning disability, but for one reason or another, they reached adulthood unable to read or solve grade school math problems.

After reaching adulthood, it became too embarrassing to admit. Asking for help for many was too hard to do.

A great many of these people are employed. They have found ways to compensate for their inability to read, thus preventing co-workers, or bosses from discovering their secret.

Until, one day, a change in operations forces them either to seek help or think of a new way to get by.

The Workplace Literacy Program is a program that tutors persons who need help in learning basic reading, writing and math skills.

Prospective "learners," as they are called by the staff, are tested and placed with a compatible tutor.

"Our main desire is to see that all of them are successful," said Katherine Motley, a schoolteacher who retired in 1979.

"I have a wonderful learner. She works full-time and gets to the tutoring session ready to work some more. She is fantastic," said Motley. The two usually meet once a week for one to two hours at a designated place.

Motley's learner said that she would advise anyone wanting to improve their life to do it.

"We must encourage those who can't read and do simple math to ask for help. It is no shame to not be able to read," said Motley.

Miriam Moore supervises workplace literacy. "We would like to go into the workplace. We do hold sessions in some churches, Townsend Center, Union Hall, Adult Basic Education, the jail and the State Hospital.

"We are hoping that companies become receptive to the idea of helping their employee to improve their skills on the job at very little cost to them," she said.

The Workplace Literacy program is provided by the Morrison-Reeves Library staff and trained literacy volunteers. All training and materials are free.

It is sponsored by the Literacy Resource Center at the library, The Wayne County Literacy Coalition and the Alliance for Workplace Development.

It is funded through grants from United Way of Whitewater Valley, Alcoa Foundation and Gannett Foundation. Services include adult basic skills tutoring, family literacy and adult dyslexia training.

To dicsuss the program, call 966-8294 for an appointment.

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The car washing street

by Denise Lewis Patrick

It's Saturday morning, and the city is already sticky and hot. On the street where Matthew lives, something interesting is about to happen.

Matthew wakes to a "Clink! Clink! Clink!" sound. Then he hears water splishing and splashing. When he runs to his window, he sees Mr. Henry Hamilton coming out of his house with a big bucket, a brush, and a bunch of old rags.

"Daddy!" Matthew yells. "Hurry! It's car washing time!"

Matthew's mama and daddy don't have a car, but Matthew loves watching his neighbors wash and rinse and polish theirs. They wash cars all year round, and Matthew is right there every week, watching.

Matthew and his daddy sit on the steps in the sun. All along the street, people are washing their cars. Mr. Henry Hamilton already has his car soaped up. Junior Boy Taylor is still trying to find a good radio station.

Across the street, Mrs. Kennedy is wiping her big pink Cadillac with a little pink towel. Mr. and Mrs. Rodriguez and the Rodriguez kids are throwing water onto their station wagon.

The block is filled with music and water and happy sounds. Matthew sees Eddie Rodriguez spin a shiny hubcap onto the sidewalk. Daddy talks to Mr. Henry, who's shaking the dust out of his big fuzzy dice. As the sun gets hotter and hotter, the people get quieter and quieter.

"Maybe we should get out of the heat," Daddy says to Matthew.

"No, Daddy—can't we sit a little bit longer?" Matthew asks.

Just then, Junior Boy's hose wiggles right out of his hands! It flips and flops on the street. Suddenly, Mr. Henry Hamilton's fishing hat is dripping with water.

"Hey!" Mr. Henry Hamilton shouts.

"Mr. H., I didn't mean it!" says Junior Boy.

Mr. Henry Hamilton snatches up his bucket. With one swing of his arm, he splashes water back out towards Junior Boy. Junior Boy ducks. The water flies clear across the street onto Eddie Rodriguez!

"Sorry!" yells Mr. Henry Hamilton. But it's too late. Eddie puts his hand over the fire hydrant and shoots a waterfall way up into the air.

"Oooh!" Matthew squeals, as the cold water rolls down his face.

"Water fight!" Junior Boy laughs, stashing his radio under the front seat of his car.

"Daddy, quick! Let's get our hose!" Matthew shouts.

Everyone joins in the fun. Matthew moonwalks under the waterfall. Eddie and Nilda and Georgie Rodriguez start a slippery conga line. Even Mrs. Kennedy hikes up her skirt and prances like a ballet dancer! In a little while, everyone is soggy and soaked and cool.

People begin to laugh and talk all at once. Junior Boy turns his radio back on.

"Look!" Matthew points down the street. Miss Emma is coming, pushing

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her cart with its big rumpled umbrella.

"I-i-ices!" she sings. "I've got coconut, grape, and strawberry i-i-ices!" She stops right in front of Matthew's house. The neighbors gather around and crunch into the ices as they dry their faces and arms.

"You know," begins Mr. Henry Hamilton, "every time we set out to wash these cars—"

"—Something wild happens!" Junior Boy finishes.

Matthew laughs and says: "That's why I like living on the Car Washing Street!"

THE END

Excerpted and adapted from THE CAR WASHING STREET by Denise Lewis Patrick; illustrated by John Ward. With permission from Tambourine Books, a division of William Morrow & Co. Text © 1993 by Denise Lewis Patrick.

GARFIELD WORD SEARCH

Find these words about reading in GARFIELD's word search.

NEWSPAPER READING GARFIELD FUN BOOK LIBRARY KNOW LEARN STORY AUTHOR

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R	B	W	O	G	K	N	O	W	N
Y	D	S	K	B	E	G	R	O	A

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See Page 8 for answers.

Ghost writer

Watch it on PBS!—Check TV Listings

The kids on the Ghostwriter team solve mysteries with an invisible partner who can read and write to them. He's Ghostwriter!

Family Time

Hi. I'm Alex Fernandez from the GHOSTWRITER team. I wrote this poem about my family.

Father who gives us advice
And laughs at his own stories
Mother who worries because
I have a cold, or my sister Gaby feels sad
Love is in our house, even when there's
Yelling, or too much work, or total quiet

Here's how to write a poem about your family:

1. Make a list of things that describe your family.
2. Now, write the word FAMILY down the page.
3. Fill in each line with words or sentences that tell about what makes your family special. Use your list of ideas. Start each line with a letter from the word FAMILY.

F _____
A _____
M _____
I _____
L _____
Y _____

Share your poem with someone in your family. Now look through the newspaper. Find things you'd like to do with your family. Use your list to plan a family activity.

Courtesy of Children's Television Workshop

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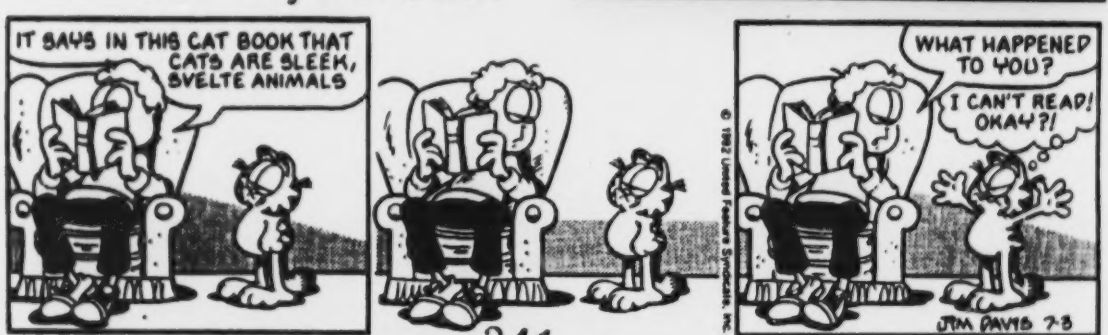
"The best way for parents to help their children become better readers is to read to them—even when they are very young."

GARFIELD® by Jim Davis



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GED on TV program helps adults earn their diplomas

When Pam Moore of Morehead, Ky., dropped out of high school in 1971, she knew that "you could get a factory job and earn a living wage." Although she occasionally thought about returning to school to earn her degree, there was no real urgency. "I worked when I wanted and managed to make fair money," she says. Besides, with two young children, returning to school was virtually impossible.

Health problems caused Lilly Hawkins of Stonewood, W.Va., to drop out of high school in the 10th grade. After that, she says, "I kept myself hidden away. I stayed home. I raised my son. But I always wished I had my high school diploma." A lack of transportation, however, prevented her from attending adult education classes.

Economic pressures caused Jim LaFever of Louisville, Ky., to leave school in the 10th grade. "I had to work," he says simply. After a stint in the military, he briefly considered going back to school. But, he says, "nowadays you have to work to pay the bills."

Today, Pam, Lilly and Jim have all completed high school by earning a General Equivalency Degree (GED). Each of them enrolled in the GED on TV program developed by Kentucky Educational Television (KET) and broadcast on public television stations throughout the United States and Canada.

Begun in 1975, the KET/GED series has enrolled more than 2.1 million students. The series is available in all 50 states. Beginning this month, PBS will provide a special satellite feed of the series in English and in Spanish to public television stations. Each year, approximately 150,000 adult students enroll in the 43-part tutorial designed to help adult learners prepare for the GED.

Mark R. Cornelison

Pam Moore got her GED on TV and now helps others get theirs.

There is a growing need to provide opportunities for adults to complete their high school education. In Kentucky, over a million adults age 16 and older have not earned a high school diploma. All the adult education programs in the state combined serve only 3 percent or 4 percent of that population, according to Sharon Jackson, state director for the KET/GED program in Kentucky—a percentage that is similar in other states.

LaFever says he tried to enroll in adult education classes "two or three times," but they were always full. Limits on class size are one of the reasons adults don't return to earn their degree.

Health problems, family responsibilities and transportation difficulties prevent others from enrolling. "Sometimes," says Jackson, "people are just too darned tired to attend classes, especially after their regular work day." For many adults, the GED on TV program "eliminates those barriers," Jackson says.

LaFever first learned of the GED on TV program when he was "surfing through the channels." A televised ad caught his attention, and he decided to give the televised program a try. Like more than 46 percent of those who enroll in GED on TV programs, LaFever "wanted the self-satisfaction" of earning a high school diploma.

Jackson points out that the televised GED program is not for every student. "Although I think this program is wonderful, it's not the answer to everyone's prayers," she says. To be successful, students need to read on the 8th grade level. They also need "real self-discipline."

For Jim LaFever, passing the GED became almost a full-time job. He recorded each televised class on his VCR. Then after work, he'd sit down for "eight to 10 hours of studying." When he needed help, he says, he would "look back at the program and then try again. I also called the 800 number, which helped me out a lot."

For students who are successful in completing their GED, the rewards were both immediate and long lasting. Nationwide, 46.4 percent of the students who graduated from the GED on TV program used it to obtain a job, keep a job or receive a promotion. Of the 53.8 percent of students who were unemployed when taking the GED, half are now employed.

A few months after Pam Moore had passed the GED, she ran into Sharon Jackson in the grocery store. "She asked me if I would come to work on a part-time, temporary basis," Moore says. That was in 1984. Today, Moore spends her days helping other students who are enrolled in the GED on TV course. "I tell them that if I could do it, they can do it," she says. She's also taking college courses. "I can't let my oldest daughter get too far ahead of her mother."

Today, Lilly Hawkins works as a nursing assistant with elderly patients. "I feel that my GED helped me get my job," she says, "and it also helps me do it better."

LaFever's boss gave him a raise. Now that he's planning to buy a new home (a home that will include a study room), LaFever says, "the extra raise is going to help me out a lot." ■

Tonight, Sept. 8, at 10 p.m. Eastern time, PBS will carry an hourlong national call-in show, "GED—Get It!" Hosted by actor Edward James Olmos, the program will feature a clip from the CBS series "Northern Exposure" and appearances by Dave Thomas, founder of the Wendy's restaurant chain, and country singer John Michael Montgomery, both GED graduates. The program will encourage viewers to take the first step toward getting their GED by calling a toll-free number for localized information on how to prepare for the test and where to take it. (Check local listing.)

Teacher of the year

Thomas A. Fleming, the 1992 National Teacher of the Year, serves as a national spokesperson for the KET/GED series. Fleming, who has taught for 20 years at the Washtenaw County Juvenile Detention Center in Ann Arbor, Mich., dropped out of high school and lied about his age to join the National Guard. Yet since he got back into the world of education, he has let nothing get in the way of his commitment to help others rediscover education.

"With so many Americans lacking a high school diploma," Fleming says, "I am very enthusiastic about the series. It offers an opportunity for many more adults to study for the GED exam and get their GED diplomas."

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Where's the most unusual place you've been caught reading? What are you reading now?

Gayle C. Andrews

Principal
Green Acres Elementary School
Fairfax, Va.

I challenged the 360 students at Green Acres Elementary School to read for 3,000 hours. When they did, I promised to roller-blade through the halls in a Hershey's Kiss costume. They exceeded my challenge by 348 hours.

On the big day, the students eagerly lined the hallways. Dressed as a Hershey Kiss, I roller-bladed through the school accompanied by Motown sounds. Students and staff caught me reading in costume throughout the day!

My favorite books are those written especially for children. I am currently reading **Missing May** by Cynthia Rylant. I have enjoyed reading, to my own children and the students in my school, books by Roald Dahl, Jan Brett, Jack Prelutsky and Jerry Spinelli. ■

Tabitha Soren

Reporter and Anchor
MTV News

The most unusual place I've been caught reading is probably the bathtub. Sometimes I get so engrossed in a book, I forget where I'm reading, and my whole body gets all puckered from sitting in the water so long!

I am currently reading the infamous **Tropic of Cancer** by the infamous Henry Miller. I wanted to read it for myself to see why the book was banned in the United States for so many years, and I was also interested in finding out if all the offensive, sexist things I had heard about Henry Miller's writing were true. ■

Kathryn Sullivan

Former Space Shuttle Astronaut

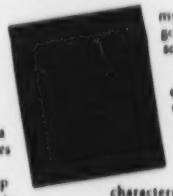
Probably the most unusual place I was ever caught reading was in outer space! On the space shuttle, you read everything from engineering drawings and mission summaries to short messages from your family. But I must confess that the scenery was so beautiful that I didn't do any pleasure reading while I was aloft.

Here on earth, though, I'm almost never without a book. I've read everywhere from 6,500 feet under the sea (in a scientific submersible craft) to a tent in the mountains at 13,000 feet, where I read Willa Cather's **My Antonia** aloud to a group of friends on a backpacking trip.

Right now I'm reading everything I can for my new job at the National Oceanic and Atmospheric Administration. That includes articles and papers about marine biology and Edwin Wilson's **Biodiversity**. For fun, I enjoy reading mysteries—recently ones by John Grisham, Sara Paretsky and Martha Grimes. ■

Tony Salgado

Age 12
George Washington Junior High School
Alexandria, Va.



I love to read in bed with a flashlight at night. Sometimes when I start a book and I think it's interesting, I'll keep reading. After I'm supposed to be asleep, I've been known to get out my flashlight and just keep going. It's fun—even if I sometimes get caught.

I just finished a book called **Across Five Aprils**, which is about a boy who comes of age during the Civil War and loses most of his family to the war. I like books about historical characters. I also read **The Miracle Worker** about Helen Keller and her teacher. ■

10 Ways You Can Use the Newspaper With Your Child

As a parent, you probably use the newspaper for information: How much does hamburger cost this week? What's the weather going to be? Did my favorite team win or lose? What's happening in the world that may affect me or my family?

But you can also use the newspaper as a rich resource for enjoyable learning activities with your child. Here are 10 suggestions of ways you can use the newspaper to help your child do better in school.

- Ask your child to cut out a picture of a famous athlete, movie star, politician, or other person he or she would like to meet. Ask, "What would you say to this person? What do you think the person would say to you?"
- Read the newspaper's weather forecast to your child. Look for pictures that illustrate different weather conditions. Look at the forecast for tomorrow and help your child choose appropriate clothes to wear. Or, use the weather map to learn more about weather in other places. For example, ask, "What is the weather like where Grandpa lives?"
- Find an announcement in the newspaper about a free event in your community. Decide whether you and your child would like to attend.
- Look for pictures that show people's facial expressions and emotions. Ask your child how each person feels. Then ask questions like, "What makes you happy? What makes you sad?"
- Look through the comics. Have your child choose a favorite character. Ask, "How are you like this character? How are you different?"
- Using the newspaper's food section, choose a recipe with your child. Prepare it together, asking your child to help you read the directions. Then serve it to family or friends.
- Have your child choose an object pictured in the newspaper and describe it to you. See if you can correctly identify it based on your child's description. Switch roles and repeat.
- Look through the newspaper with your child. Ask your child to find examples of:
  - "Foods I like"
  - "Clothes I like to wear"
  - "Toys I like to play with"
  - "Animals I like"

  Talk about each selection: "Why is a cat your favorite animal?" Tell your child about things you like and why.
- Read the TV listings together. Help your child choose a program for the whole family. What would you choose to watch by yourself?
- Find a story or picture of a group of people who need help (for example, victims of a fire or flood, homeless people, people in a hospital). Talk about ways your family might help: By spending time with them? Sharing talents? Or contributing money?

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Read All About It! was prepared by the Newspaper Association of America Foundation in conjunction with this newspaper. Companies that supply the paper on which the newspaper is printed, other firms supplying materials and services to the newspaper industry and many other organizations have supported this project. See the sponsors and literacy resource organizations listed on this page.

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For more information, call this newspaper's Educational Services or NIE department.

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Answer to Puzzle, Page 5

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Asking the right questions about your child's reading

By Joan Irwin

Parent-teacher conferences can be a valuable source of information about your child's progress in school. Here are some questions you may want to ask about your child's reading at your next conference:

- What does my child like to read at school?
- At home, my child likes to read _____. Does my child talk about what he's reading at home when he's at school?
- When she's reading, what comes most easily for my child?
- What's available for my child to read at school? Does she make good use of her choices?
- Is my child able to do most reading activities at school? What's hardest for my child?
- Does my child need help with reading? What kind of help?
- Are there specialists in school who can help my child? Who makes the arrangements for these specialists? How will I learn about my child's progress?
- What are three or four ways I can help my child with reading?
- Can you give me a list of books or other reading materials I can help my child find in the library?

Joan Irwin is director of publications for the International Reading Association.
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Contact Literacy Center hot line
1 (800) 228-8813

September is library card sign-up month

What: Annual observance sponsored by the American Library Association (ALA) during the month of September.

Who: Librarians and educators across the nation join forces to encourage library card sign-up and use.

When: September of each year.

Where: Schools and public libraries across America.

Why: To remind parents and children that a library card is the most important school supply of all.

How: This ongoing national campaign has inspired many creative sign-up efforts in schools, libraries and communities across the nation resulting in millions of new library users.

Contact: Your local library or the American Library Association, Public Information Office, (312) 280-3043/3042.

Source: American Library Association

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Local/State

Alcoa leading the way in literacy in the workplace

Line employees undergoing standardization

By SAMANTHA SHOOK
Palladium-Item

Alcoa workers are stepping away from their production lines and studying procedure manuals and safety rules in a new plantwide training program.

For that, they have to know how to read.

That's why Alcoa is one of the first companies in Wayne County to get involved with a new program that teaches people to read and write at the job site.

The Workplace Literacy Program is taught by co-workers during the work day. The Literacy Resource Center provides the materials and training, and the business provides space and time for learning, said Miriam Moore, who oversees the program for the Literacy Resource Center. The program is funded through grants from United Way, Alcoa Foundation and the Gannett Foundation.

Hopefully, people who need help will be more likely to get it because they can learn from somebody they know in familiar surroundings, said Moore. A few companies already are involved with the program, which probably won't be in full swing until fall, Moore said.

The program came along at just the right time for Alcoa, said Leslie Zara, plant training coordinator.

Standardization: The company, which manufactures aluminum bottle caps and capping equipment for beverage industries, is puttings its workers through a training program to standardize production lines, Zara said. Workers have to study standard operating procedure manuals and chart their progress, she said.

"We find out very quickly who can read or not," she said. "These days, they have to be able to read to do their jobs."

Two workers are going through the literacy training already, and they are getting help from co-workers who are making audio tapes of the manuals to help them study, Zara said.

"The support of co-workers is a distinct advantage," she said.

However, workers who want to get the training anonymously can go directly to the Literacy Resource Center, which has an office at Morrisson-Reeves Library. A company will give out information about the center so that workers know who to contact for confidential tutoring.

"Our concern is that you learn to read," Zara said. "We don't need to know you by name. I don't need to be involved or their boss."

Typically, tutors meet with students once or twice a week for one or two hours. Tutors use flashcards, magazine and newspaper articles or work manuals to teach how to pronounce and understand words, Moore said.

Good for everybody: Stephanie Baker-Kpeglo, a tutor with the program, said the literacy programs aren't just good for businesses and adults who want to read. Tutors also are rewarded by seeing progress in their students, she said.

Baker-Kpeglo, a teacher's assistant and substitute teacher with Richmond Community Schools, said she works with a student who is in her 30s and is doing better at sounding out words and making sense of sentences.

"Just being able to see the progress in her and seeing her read with a bit more confidence gives me a sense of accomplishment," she said. "I feel fortunate because my immediate community did a lot for me while I was going through high school and college. I want to give something back to the community.

"A lot of times there just is not enough money to go around to pay everybody to make sure all of the community needs are taken care of. So sometimes you have to donate your time."

Palladium-Item/STEVE ROGER

Alcoa workers Jim Wigger, seated, and Ron Showalter read over a technical manual Thursday at the Williamsburg Pike factory.

Literacy training

The Literacy Resource Center will offer a training session for volunteers interested in tutoring adults with dyslexia from noon to 3 p.m., May 25 at Morrisson-Reeves Library, 80 N. Sixth St.

For more information about the workplace literacy program or to volunteer as a tutor, call the Literacy Resource Center at 966-8294.

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Class focuses on adult learning disabilities

9/26/93

By SAMANTHA SHOOK
Palladium-Item

siht daer uoy naC?

If you have a learning disability like dyslexia, every sentence can be as confusing to read as that one.

But a local program is helping adults with learning disabilities and is looking for more volunteers and students.

The Literacy Resource Center will be starting its second class Oct. 5. So far, only one student has signed up for a class which has room for 12, said Dorothy Grannell, program coordinator for the center.

Also, more volunteer instructors are needed, and training starts Monday night.

The class is free, while private professional tutoring can cost $25 to $50 a hour, Grannell said.

Volunteer teachers don't need a background in special education. The class plans are already developed and largely rely on videotaped instruction. The volunteers are available to set things up at the beginning of class or to help students out who may be having trouble with a lesson, she said.

What's involved: Lynnae McConaha, a volunteer teacher, said she got involved with the program because two of her children have problems with reading.

"I thought this would help me learn to teach them as well as help the community," McConaha said.

The videos do most of the teaching, she said. Volunteers just need to be sensitive to the adult students, who usually have been told in school that they are stupid because they don't learn the same way as others, she said.

"They're not stupid," she said. "Most people who take these courses are very intelligent. It's incredible the systems they come up with to learn things that come automatically to most people."

"It's been wonderful to see how it all falls into place for them," said another volunteer, Audrey Strobel.

"It's the most gratifying thing I've done outside of being a parent."

New program: The Literacy Center is only the second in the state to offer a program for adults with learning disabilities, Grannell said.

The first class started in June and is still meeting, she said.

Ronda Hoover, a student in the first class, said the program already has improved her writing.

Hoover had been working one-on-one with a literacy tutor and wanted to improve her reading, writing and spelling when she heard about the class, she said.

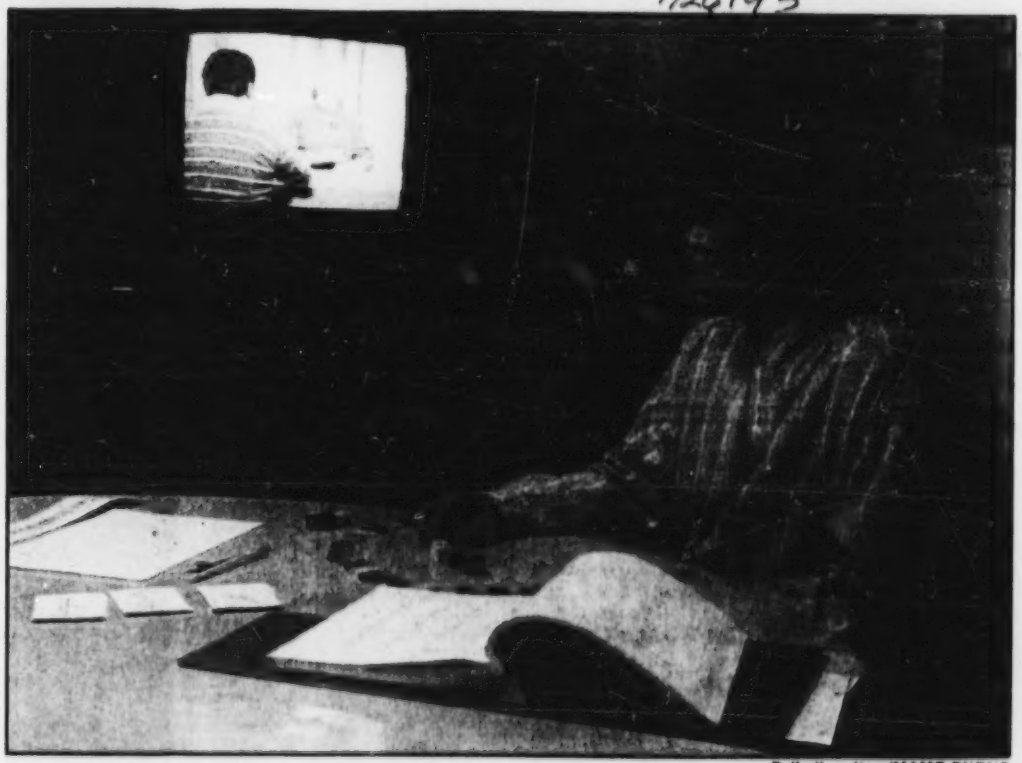
The program, which uses videotapes to help teach, is easy for her to follow and gives her time to grasp each point before moving on.

"It's helped me a lot," she said. "My mom and dad think my writing is improving."

How it started: The literacy center saw a need for the program several years ago because some literacy students also had learning disabilities, but the center only had a few tutors with experience in special education, Grannell said.

Wayne County Kiwanis clubs and the Wayne County Foundation donated about $1,100 for books and supplies to start the program, she said.

"It's completely locally financed," she said. "It's the first program we've been able to do without a professionally trained person that is effective."



Palladium-Item/MAME BURNS

Tommy Weston, who works in the audio-visual department at Morrisson-Reeves library, demonstrates what a typical session would be like for a student in the class offered for learning disabled adults through the Literacy Resource Center.

How it works: The program, designed by the Texas Scottish Rite Hospital, uses videotapes, alphabet letters and colored blocks to teach.

Often people with learning disabilities learn better if they use many of their senses at the same time or actually do things while they are learning, Grannell said.

For example, people with dyslexia often read things backwards or switch letters around.

In the class, students actually move the letters around and put them in alphabetical order. They use colored blocks to learn different sounds and to count syllables, Grannell said.

"You never just look at something," she said. "You have to be saying something and doing something. It gets as many mental pathways as possible working on the concept."

Each class lasts about an hour and a half, and students meet twice a week.

To volunteer

To volunteer, call Dorothy Grannell at the Literacy Resource Center, 966-8291 before 5 p.m. Monday. Training will be from 5:30 p.m. to 8:30 p.m. Monday at Morrisson-Reeves Library.

To take the class, call Grannell by Oct. 1. The class will start Oct. 5 and will be held in the evening.

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Check It Out!

Fall 1993
Vol. 2, No. 1

Morrisson-Reeves Library Newsletter
80 North 6th Street, Richmond, IN 47374

WCLC
WAYNE COUNTY LITERACY COALITION

Building the Future

Consider this: Nearly 1 in 4 adults living in Wayne County are functionally illiterate. Such a statistic reflects a serious situation for a community suffering economic hard times. But you can help the situation by volunteering less than 2 hours a week.

The Literacy Resource Center (LRC) at Morrisson-Reeves Library and the Wayne County Literacy Coalition (WCLC) coordinate and implement various literacy programs throughout Wayne County. They need adult volunteers to tutor adult learners and to work with preschoolers and their caregivers in the Family Literacy Program.

Read more about the Literacy Resource Center, its programs, and its people in this issue of *Check It Out!* Find out how you can make a wonderful difference in your own life, the life of someone else, and your community!

Make a Difference!

The Literacy Resource Center and the Wayne County Literacy Coalition need *many* good volunteers.

Here's how you can help!

Adult Literacy

Receive training to teach an adult learner basic reading, writing, or math skills. The LRC will teach you how to utilize *Gateway: Paths to Adult Learning* materials. *Gateway* is a program designed to help students set goals, enhance life skills, and sharpen basic skills for continued literacy instruction.

Adults with Learning Disabilities

Learn how to assist adults who have dyslexia or other learning disabilities as they work through video-taped lessons from the Texas Scottish Rite Hospital.

Family Literacy Workshops

Have fun helping parents and caregivers build language skills in children ages 15 months through 5 years. A series of "Learning Together" workshops feature stories, games, crafts, and songs.

Workplace Literacy

Encourage an employer to provide space where an employee can study with a tutor or ask them to invite the LRC to train employees as tutors.

Literacy Resource Center

Put information into the computer, help with mailings, or help organize family literacy materials.

See page 3 for training times and dates!

Spotlight On

Dorothy Grannell Family Literacy

Dorothy Grannell's favorite possession is a 4-foot cement dinosaur named Nicodemus. Sitting austerely at the crest of her driveway, it represents the playful qualities and sense of humor of the Family Literacy Coordinator. "I love children, dinosaurs, and books, and they all come into play with my work for family literacy." The Family Literacy Workshops encourage preschoolers and their caregivers to read, talk, and play together.

In addition to family literacy, Grannell heads the Adult Dyslexia Program and is the Regional Coordinator for *Read Indiana*, a statewide literacy campaign. Grannell has a strong background in education and nonprofit administrative work. She holds a master's degree in education and has worked in school administration, college fundraising, teaching and social services.

Grannell's husband, Andy, is Dean of the Earlham School of Religion. They have two children, Kyle and Susan. Grannell is an active member of West Richmond Friends Meeting and serves on various boards for workforce development in Richmond.

For recreation she likes to read historical fiction and biographies, sew, and play with her cats, Bat and Patches.

The Family Literacy Program needs these items for "Let's Pretend" workshops: old hats, jewelry, costumes, clean infant toys, or shoe boxes. If you would like to donate items, call Dorothy Grannell at 966-8294.

Miriam Moore Adult Literacy

Meet Miriam Moore, Literacy Coordinator at the Literacy Resource Center. Miriam matches adult learners with tutors and trains tutors for the adult literacy program. When asked what she likes most about her job, Moore answers, "I like to watch the students' progress and the friendships that develop between the students and their tutors." Moore confides that the greatest barrier between an adult learner and his or her success in learning is the frightening risk of failure.

Moore can empathize. Though she did well in school, she quit at age 16 because she needed to work. She returned for her General Equivalency Diploma (GED) in 1981 and began working as an aide for Richmond's Adult Basic Education Program. This work led to her employment at LRC.

In addition to her position as Literacy Coordinator, Moore works part-time in Reference Services. She enjoys the contact with people and variety both jobs offer. Eventually, she would like to return to IU East to earn a degree in physical therapy.

In her spare time, Moore enjoys sewing, crafts, taking walks, reading mystery novels, and visiting her children and grandchildren.

Moore, who has four sons and three daughters, says one of her greatest joys has been to see her children graduate from high school and go on to college. She believes she has learned her most important lessons from motherhood: patience and understanding.

Dorothy Grannell and Miriam Moore

For You . . . Fall brings a crispness to the air and a renewed sense of energy. It's a great time for planting bulbs in your yard or preserving the garden's goodies. It's also a good time to travel or enjoy festivals and street fairs. We've put together a few titles of books, magazines, and videos to help you enjoy the changing season!

Gardens

Books

The Calendar of Organic Gardening: A Guide to Successful Gardening through the Year (635 C14)

Xenia Field. *Gardening Week by Week* (635 F45)

Mary Hirschberg. *Gardening for All Seasons* (635 G218)

Magazines

Horticulture

House and Garden

Organic Farming

Flowers and Trees

A Concise Guide in Colour Flowering Bulbs (635.94 P49)

Jeff and Marilyn Cox. *Flowers for All Seasons* (635.9 C87)

Helen Van Pelt. *Color for Your Winter Yard and Garden* (635.95 W74)

Arno Nehrling. *Gardening for Flower Arrangement (with complete directions for forcing early bloom, conditioning, and drying plant material)* (635.9 N39)

Pruning Guide for Trees, Shrubs, and Vines (635.915 S84)

Alan Toogood. *Propagation* (635.915 T66)

Flower and Garden (magazine)

Festivals and Travel

Chase's Annual Events: The Day-by-Day Directory to 1993 (R394.26 C48)

The Festivals Sourcebook (A Reference Guide to Fairs, Festivals, and Celebrations) (R394 F41a)

Vermont: A Special World (video, 917.43)

Great Smoky Mountains National Park Auto Tape Tour (cassette, 917.6)

Food Preservation

Heinz Guide to Successful Pickling (video, 641.4)

Vicki Willder. *In a Pickle or a Jam* (641.46 W67)

Isabel Webb. *Preserving with a Microwave* (641.4 W36)

Norma MacRae. *Canning and Preserving without Sugar* (641.4 M17a2)

Ball Blue Book: The Guide to Home Canning and Freezing (641.4 B18)

Chris Dubbs. *The Easy Art of Smoking Food* (641.46 D81)

Naomi Nichols. *Food Drying at Home* (641.44 N62)

Profile: The Adult Learner

You probably think you don't know anyone who is functionally illiterate (reads at the third grade level or lower). But chances are you might.

Typical adult learners aren't unintelligent. To the contrary, they are quite clever at hiding their disability. Often they carry a newspaper to work. Perhaps they tell a co-worker, "I left my glasses at home. Could you read me that notice on the bulletin board?" Many times the employer has no idea the employee is functionally illiterate. It's when unemployment strikes, the truth comes out.

Typically, the adult learner fits this profile:

- Age: 30 or older
- Education: quit school at 16; may have a learning disability
- Work: labor; laid-off
- Marital Status: married or single with young children
- Goals: improve skills for employment; read to children

The Literacy Resource Center at MRL can help this person. The best way to spread the word about LRC's services is by word-of-mouth. Encourage someone you know to call 966-8294!

The Literacy Resource Center is funded by grants and donations from these supporters: U.S. Federal Government, Library Services and Construction Act, Wayne County Foundation, United Way of Whitewater Valley, ALCOA, Reid Hospital, Hooks Drugs, Wayne County Literacy Coalition, and Kiwanis Clubs of Wayne County.

Mary Schmid has tutored in the Adult Literacy Program for three years.

Tutor Extraordinaire

Mary Schmid, adult literacy tutor, loves to teach the adult learner. The reward comes "when you see the eyes light up; you see that recognition of learning."

During her three years as tutor, Schmid has learned much about how others learn. She teaches by encouraging students to utilize all their senses.

She motivates the students to ask questions. She shares, " I want to revive the curiosity of the child. No matter what the student asks, we'll find the answer. That's where the librarians come in!"

Schmid believes that 90% of her job is "to restore the damaged ego that has developed throughout years of failure." It sounds tough, but Mary Schmid brings much determination and compassion to the task.

---------- **Clip me out!** ----------

Volunteer tutor training and materials are *free* for all adult and family literacy programs. Call the Literacy Resource Center at 966-8294 to register.

Adult Literacy Tutor Training
Bard Meeting Room

September 15, 5:30 - 8:30 p.m.
September 18, 9:00 a.m. - 4:00 p.m.
(Bring a brown bag lunch.)

Advanced Adult Tutor Training
Bard Meeting Room

September 29, 5:30 - 8:30 p.m.

Dyslexia Tutor Training
Board and Conference Room

September 27, 5:30 - 8:30 p.m.

Family Literacy Training
Board and Conference Room

Refresher Course - September 14,
New Volunteers - September 22,
9:00 a.m. - Noon

From Our Friends

Mark your calendar now for "Pies and Plans," our fall meeting on **October 13, at 7:30 p.m. in the Bard Room.** MRL director Carol Smyth will reveal renovation plans for Children's Services. We have earmarked $1,000 of our book sale profit for the renovation, so find out how we might spend our money! Also, enjoy homemade pies!

Speaking of money, we give the "Elmer's Glue Award for Stick-to-It-ness" to our treasurer Dick Schuerman. After countless phone calls, several trips to Indianapolis, and mountains of forms, the Friends of MRL are officially recognized by the IRS! Three cheers for Dick!

Three more cheers for all the Friends of MRL who volunteered 88.5 hours of service for this summer's reading program!

The library staff extends a special "Thanks!" to Eva Bailey, Maggie Black, Catherine Bohls, John Brady, Nancy Brewster, Ken Brumley, Janice Byrne, Sue Doddridge, Susan Ezemeyer, Polly Ginman, Joyce Glock, Tamah Green, Virginia Griffis, Betty June Kelley, Agnes King, Eugenia Kleinknecht, Linda Lear, Marcia Lemon, Sara Jones Little, Millie Martin, Jane Moss, Nancy Mullen, Marilyn Neyer, Sue Peters, Echo Petry, Maxine Potter, Amy Reeves, Tom and Tina Seal, Helen Spoon, Virginia Steiglitz, and Bruce and Nancy Wissel. *Good job!*

Marcia Lemon

MRL staff members sport colorful t-shirts to promote this summer's reading program, "The Wonderful World of Libraries." Friends of MRL underwrote half the t-shirt cost.

Friends of MRL
Fall General Membership Meeting

"Pies and Plans"
Wednesday, October 13, 7:30 p.m.
Bard Meeting Room

This newsletter, funded by Friends of Morrisson-Reeves Library, is published four times a year by Morrisson-Reeves Library, 80 North 6th Street, Richmond, IN 47374. (317) 966-8291
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